

THE HAMPTON
NORMAL AND AGRICULTURAL
INSTITUTE

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PRINCIPAL'S REPORTS

FOR THE

YEAR ENDING JUNE 30TH, 1892.

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HAMPTON, VA.
NORMAL SCHOOL STEAM PRESS, PRINT.
1892.

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INVESTMENT COMMITTEE.

Who control and invest all funds contributed for
Permanent Endowment.

ELBERT B. MONROE Tarrytown, N. Y., Chairman.
President of the Board.

GEO. FOSTER PEABODY, New York,
Of Spencer Trask & Co., Bankers.

CHAS. L. MEAD, New York,
Of Stanley Rule & Level Co..

C. P. HUNTINGTON, New York,

* Deceased.

The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their Twenty-third Annual Meeting at Hampton, Va., May 18, 1892, for the transaction of the business of the Institute.

The Reports of the Principal, Treasurer, and heads of Departments were presented and referred to Committees for report, and then returned, acted upon, ordered to be completed up to June 30th (the end of the fiscal year), and are published herewith, under the direction of the Executive Committee.

The Trustees present were:

Messrs. R. C. Ogden, of Philadelphia, Pa.
 A. McKenzie, of Cambridge, Mass.
 W. N. Vickar, of Philadelphia Pa.
 Thomas Tabb, of Hampton, Va.
 R. W. Hughes, Norfolk, Va.
 Amzi Dodd, of Bloomfield, N. J.
 C. L. Mead, of New York City.
 Geo. Foster Peabody, of New York City.
 S. C. Armstrong, of Hampton, Va.

The State Curators were represented by the Rev. William Thornton. The Annual Meeting of the Curators was held May 28, at which the full board was present.

The Trustees directed that the following statements should be published in connection with the Annual Report of the Principal:

"The Board of Trustees has read with deep appreciation the personal allusions to himself which General Armstrong makes in his report; wherein he refers to the limitations to his personal service imposed by the present condition of his health, and puts the question concerning his continuance at the head of the Hampton Institute definitely before the Board.

The Board feels that it is due to itself, as representing the great constituency by which the Hampton School has been sustained for many years, to directly meet these suggestions, in the only manner which, under the circumstances, is impossible: namely,

First, With our grateful thanksgiving that General Armstrong is so far recovered as to resume in part his duties as executive head of the School and to plan for its progress and direct its energies as indicated in his exceedingly able report is associated the hope and prayer for his continued improvement until his physical strength is fully restored.

Second, The unanimous decision of the Board is that the suggestion of General Armstrong's resignation or any modification of his relation to the Hampton Institute, cannot be considered.

Third, The Board believes that the foregoing reply to General Armstrong's suggestions reflects the universal wish of the supporters of the School. The manly delicacy that inspired them is fully appreciated. But to seriously entertain them when General Armstrong is only partially, and it is to be hoped but temporarily, disabled, would be unjust to himself and far more so to the great philanthropic work for which he has labored so earnestly and so long and has sacrificed so much, and to which he is so valuable."

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states and six religious denominations, but no one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is, "Trustees of the Hampton Normal and Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to this corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored, to look after and report yearly on the use of the State money.

They have a veto power on the use of this money, but none to direct its expenditure.

The United States Government sends 120 Indians here to be educated, paying \$167.00 per annum for each one. This meets the cost of their board and clothing.

From ten to twenty Indians, besides, are taken at the expense of individuals.

The standard attendance is six hundred and fifty, chiefly from Virginia and the neighboring States, but representing 22 States and Territories. Of these; 132 are Indians,

In the Preparatory department, ("John G. Whittier" School,) there are two hundred and fifty children from the neighborhood.

There are 80 officers, teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments.

The great majority of Hampton's 795 graduates and many of its under-graduates are or have been teachers in free schools of Virginia and other States. It is estimated that 40,000 children were the past year under their instruction.

The great majority of the teachers and preachers of the Negro race are "well meaning, but ignorant."

The 20,000 public free schools of the South are to-day not half supplied with competent teachers who are needed not only to teach from books, but, as examples of industry, thrift and Christian living. The right school teacher is usually as active in Sunday school and temperance work, as in the class room. Hampton's work is to supply these, especially in the remote and benighted country regions, where ignorance, superstition and low ideas of labor and morality prevail.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of at least *sixty thousand dollars* must be raised annually to meet current expenses, chiefly salaries of officers and teachers, and the cost of maintaining our five hundred Negro student boarders. The payments of these students are almost wholly in labor, much of it being non-productive but exceedingly valuable as a training, consequently is a serious tax on our resources.

An Endowment Fund of at least *a million dollars* is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its yearly support, but would give it needed stability and strength.


S. C. ARMSTRONG,

Secretary of the Board of Trustees.

HAMPTON, VIRGINIA, JUNE 30th, 1892.

FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal
and Agricultural Institute at Hampton, Va , the sum of
..... dollars, payable, &c., &c.



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PRINCIPAL'S REPORT.

To the Trustees of the Hampton Normal and Agricultural Institute :

GENTLEMEN:—I am compelled by bodily infirmity, to make for the current year a partial report on incomplete work on my own part.

For the first time since the school opened in 1868, I have been unable to regularly meet and talk to students and to instruct the Senior Class through the winter months. This failure has been my greatest disappointment and trial, for daily touch with pupils, either at the hour of evening service or in the class room, has been my constant inspiration and comfort. Whatever good may have come to them from this personal relation, I have got out of it more than they have. Whatever one may do for the cause of truth and humanity, he receives more than tenfold in return. Pupils of both races have, from the first, been apparently interested and receptive, and have seemed to respond most satisfactorily to all that has been done for them by way of teaching or by way of opportunity for self-help.

I cannot speak too heartily and gratefully of the devoted and successful efforts of Rev. H. B. Frissell, Vice-Principal, on whom has fallen during the current year, through my disability, a great burden of work and care.

All, both teachers and pupils, have realized fully the need and duty of the hour, and have labored, each one in his line of duty, in a way to make me feel justified in claiming that the work of the current

school year, in shop, in class room and in every respect, has been as good as that of any in the School's history. Our work for head, heart and hand has gone on without any serious hindrance. I have keenly felt my inability to have any share in it, and can but hope that the merciful Providence which has vouchsafed some return of strength will soon restore it all, and grant me years of work in teaching the earnest class of Negro and Indian youth who come here to make men and women of themselves, and who have in the past twenty-three years given an excellent account of themselves as workers for God and country in the South and West. I trust that the published "Record of Hampton's Twenty-Two Years of Work" soon to appear, will be considered and received as a satisfactory account and result of the great expenditure of effort and money at this place since the small beginnings in 1868.

I ask your careful attention to the Reports of Industrial and other teachers and officers of the School herewith published or presented in manuscript form; each one has had an unusual care the past year and has worked with marked fidelity and success.

There has been constant effort to weed out poor student material to put in better; to avoid waste, to "stop leaks," and improve the work done. Only by the most careful economy can this large and expensive system be justified and maintained.

The means of paying running expenses being secured chiefly from contributions, it became necessary last fall to make special efforts to collect funds to provide for current needs. In the course of an active campaign, I became disabled and seem to have been thrown out of active service for at least a year. Friends in Boston, Mass., and elsewhere, rallied nobly in the crisis, made a handsome addition to the Endowment Fund, and did much for current ex-

penses. How the School will get through the coming fiscal year I hardly see. I have faith that no material injury will come to this work so long as it shall be conducted properly. My own services can not, probably, hereafter be what they have been in previous years and I do not wish to be in the least in the way of the School's well being. It is for you, gentlemen of the Board of Trustees, to decide whether I had better longer remain at the head of the Hampton Institute. I am ready to resign and retire whenever it is best for the School and its work that I should do so. The change must come before very long and the School is more ready for it than you think. For years I have been preparing for it. Perhaps some radical change of policy, or a new set of administrative ideas, is needed. The public may be getting tired of making large annual contributions to carry on this work. The needed endowment comes slowly. I am in your hands for any change that may seem to you best. I have hoped to see this School on a solid foundation, but hardly expect to; yet have firm faith that the endowment will come in due time. A most kindly, favorable public sentiment seems to exist, which is a good basis of hope for continued public appropriations for our Indian work and for regular contributions to maintain our efforts for the Negro and Indian. Their co-education has, since 1878, been without a serious difficulty between them, and of marked benefit to pupils of both races, who learn, by association, lessons that can be learned in no other way; which teach equally to all that true success in life must come through self-help, that character is the objective point of progress and that the color of the skin is not a true test of human worth.

There is no marked growth in numbers to report this year. The School is large enough: 650 students, boarders, averaging eighteen years of age, of whom 130 are Indians, the rest Negroes, is our standard

number for the winter months. Nearly 700 pour in, in October, but are soon reduced to the number that we can well care for, (See Miss Hyde's report). As usual, hundreds more than we can admit have applied for admission. Every year many score, chiefly girls, are rejected for want of room. Specially desirable applicants are seldom or ever turned away. The best student material is scarce; I wish there were a way to make selection of the choicest youths of both races. To get the best and give them every chance, is the right idea.

The majority of those now in the School, and of all who apply, were influenced to seek admission by our graduates and other former pupils. It is a problem how to select the best material for our work from the great mass of Negro humanity within two hundred miles of Hampton. While many have risen and are rising above the old level, there is in this wide region—as generally throughout the South—a great substratum whose condition is pitiable, mentally, morally and in many ways physically; held in a sort of bondage by the prevalent ignorance, superstition and poverty. Thrift and intelligent ideas of labor do not sufficiently abound, good inspiring examples of first-rate industry and management are too scarce, to raise them as a mass. While the Negro is the natural farmer of the South, he knows little of the best methods of agriculture. Most seem to take no active interest in improved methods of farming, read no paper on the subject, and have no means of learning about it.

While much ignorance and superstition exist very near the School, it is not too much to claim, on the other hand, that the improved methods of farming, better stock and new machinery, introduced by the School during the past twenty years, and its mental and moral influence, have materially modified the habits and lives of many of the colored people of this

vicinity, and been an important factor in the prosperity and progress noticeable among them.

Our graduates are the natural centers of practical ideas and improved living among their people. I wish that we had the funds to keep a few picked graduates constantly traveling among their people in the country regions and smaller towns of Virginia and the Carolinas; visiting, talking with and lecturing to the colored people—really the work of “University extension”—showing them the advantages of better methods of farming and of a rotation and variety in crops, and the best way to recuperate worn out lands. Three or four such workers, at a cost of not over \$800 apiece a year for salary and cost of travel, would make a most effective Christian philanthropic ministry; would leaven a large lump of poor humanity with practical ideas and help them to better things; by work in the cause of temperance and the Sunday school, and by wise exhortation and distribution of good reading matter, besides by their own example of worthy living.

It may not seem fitting that I should now urge fresh work that would involve new expense, but we must push things as much as ever, for the evil conditions that we are trying to improve, if neglected grow worse from year to year instead of better. Bad social conditions are bettered only by a wise and ever aggressive effort which aims at the improvement of individuals. The hopeful response of the Negro, since emancipation, to all good opportunities offered him, justifies, and encourages the most thorough, earnest and generous efforts that can be made for him. A rich harvest awaits good seed sowing in the wide field of Southern ignorance, poverty and superstition.

This school should and could be, even more than it is, a far reaching light and influence in this part of the country. Its graduate teachers, whose school houses dot thickly this and the neighboring states,

should be supplemented by a traveling ministry of practical education that would stimulate those in the field and would co-ordinate work that now lacks system and concentration. An institution like this doubles its power for good when it can reach the field workers with wise and helpful influence. The "Alumni Journal," a little self supporting monthly paper published here, keeps them in touch with each other and the School, as do also the "Bureau of Correspondence with Graduates" in charge of Miss A. E. Cleaveland, and the "Bureau of Distribution of Reading Matter to Graduates" in charge of Miss A. L. Bellows, and the yearly visits of the Principal and Vice-Principal to different portions of the School's wide field in the South and West. Some unification of all these lines of effort would strengthen each.

Reflection upon and discussion of the relations of this institution to its field of work in the South and West, with consideration of the need, above stated, of an efficient ministry of thrift and decent Christian living, for the masses of poor ignorant colored people within two hundred miles of Hampton easily accessible by railroad and water communication, leads me to commend to and urge upon the Trustees, the establishment of a Missionary Department in connection with this School, at the head of which should be a well chosen man.

Missionary work is an important feature in our training. Students do much personal work visiting the poor in this neighborhood, especially on Sundays, and are taught their duty to their neighbor. Our graduates are a little army of Sunday-school workers; as a rule, leaders in the cause of temperance, and, by example, apostles of good farming and decent home living. All this work needs a head, a centre of inspiration and direction; one who should watch over, visit, advise, direct and improve it as to methods of work; engaging, as far as possible, the

co-operation of friendly white neighbors. There are societies and individuals all over the country who, if informed, would gladly supply reading matter and in other ways help this work so decidedly in the line of Christian Endeavor.

Our class for Bible Study would be a part of the Missionary Department. In it are placed selected men, trained to do practical Christian work, each one to be a farmer or mechanic, and teacher of the public free schools where he lives. The redemption from low living, of large Negro communities in our vicinity, is a fitting objective point, and the expense of the proposed Missionary Department—say \$5,000 a year—would, I think, justify an appeal for a hundred thousand dollars to endow it. I believe that the good people of the country, while opposed to sectarian teaching, would support a rightly, wisely conducted Missionary Department of this School, whose object would be to lift up the masses around us by sensible, practical teaching of how to work and how to live; in a word, the essentials of good citizenship. The hope of all the races for whom missionary work is being done in the world is chiefly through a ministry raised from among the people themselves. When this ministry is self supporting, as it can be in the South through the public free school system, the field is exceptionally and wonderfully hopeful and inviting, especially as the cordial, helpful interest of the best class of Southern whites is assured for all intelligent and wise efforts to lift up the Negro race.

The need has long been felt of a Financial Secretary, to help work up interest and secure such contribution as he can in the North, in order to keep up the work of the School and lead to some increase of the Endowment Fund.

No man can do this to advantage unless he is identified with the School as a resident worker, an active part of the cause which he presents. We have

also long felt the need of an assistant to the Chaplain, who is compelled to be absent, holding meetings, etc., a part of every year. With the help of the right man for Financial Secretary and Associate Chaplain combined, there would be, with Mr. Frissell and myself, three men who, in the moral, religious and administrative departments of the School, together with the work of raising funds for current expenses, would have their hands full. Part of the duties of management is to keep in touch with graduates, to visit from time to time the wide field of work in the South and West, and study the condition and needs of the people. The natural objection to this plan is that it means the expenditure of more money in salaries and expenses, for which our annual outlay is now large. The "dear public" to which we look might object to this course; but it is a reasoning and reasonable public, understanding that the harvest will be in direct proportion to the seed sown and to the cultivation. All know that work must be done to secure funds. It is the hardest, most exhausting kind of work, in doing which the few who are qualified find their strength barely sufficient.

I recommend to you, therefore, the employment of a competent officer for this important two-fold work. And I have the right man in mind, who is ready, I think, to undertake it; who, as Associate Pastor, would co-operate with Rev. H. B. Frissell, our Chaplain, and who would be to myself an invaluable aid in pushing the interests of this School in the North.

The School's Endowment Fund bearing interest, now amounts to over \$300,000.00. All investments and interest received are clearly stated in the Treasurer's Annual Report. The Fayerweather bequest of \$100,000.00 was a God-send. The income of half a million dollars would greatly relieve our financial pressure and release myself and others from labors

away from the School which we would gladly exchange for work on the ground, with and for the students. An endowment of a million or more would yield no more than enough to properly carry on this work.

It is greatly to be desired that, by the end of the next school year, when the Hampton Institute, which opened April 1868, will have completed its twenty-fifth year, it will be upon or nearly upon a solid foundation, and that less vital force and valuable time will be required to canvass the country for contributions. In the immediate future, I see difficulties and needs that can be met only by strenuous effort.

The total of students' earnings in the labor department for the first three quarters of the current fiscal year, is \$44,203.30. Last year for the same period it was \$42,714 58. The spirit of self-help is as strong as ever in the Negro. Industrial education has come to stay. Progress through Christian education, temperance, hard work and thrift, is ever our watchword. We have no theory of the capacity of the Negro. He can learn as other men do, and what other men can; and is found in the advance line of the learned professions, competing with the "superior race" for the ownership of land, and for the prizes that reward success in all kinds of enterprise. "Give the Negro a fair chance," is the idea that came to the front as a result of our civil war. His great eagerness to own a home of his own and to acquire knowledge, together with a certain discipline from his past, and a very imperfect drill in labor for which he feels little respect, are the leading and hopeful facts in his condition. A study of the "night school" or evening classes of this institution, as to daily routine of labor and lessons, would, I doubt not, satisfy the most skeptical that there is, in the ex-slave, an excellent basis for hope and effort. The skeptics do not seem disposed to look closely into the facts and results of Negro education as experi-

ence in this and other schools has brought them out. Hence the hopeless tone of recent periodical and other literature that has appeared, upon the Negro question. Pessimism has nothing to say to the remarkably wise and hopeful action and influence of the recent Negro Conference at Tuskegee, Alabama, which brought out, as had not been done before, a modest, sensible, very intelligent, and not cheerless view of the situation in the Black Belt. Wisely directed, the better impulses of the colored people will lead them to better things.

The old bugbear of an over-whelming Negro population has disappeared, and the old prophecy of his final extinction has come out again. There is nothing to do, however, but to make the best of the situation as it is. All agree that the Afro-Americans are *improvable*, and the drift of educational experience and effort, after thirty years' steady work, which began on this spot in 1862, is towards industrial training. The Hampton Institute, by its plan, plant, and work for nearly twenty-five years, is committed to the idea of education by self-help.

I ask your attention, gentlemen of the Board of Trustees, to the reports of the heads of the departments, published below, and your action on those that make the poorest showing—shall they be continued? It is clear, that, while instruction and production must be carried on together, the latter cannot be kept up at too much loss. There has been a decided gain this year over last, in the matter of losses. Important changes have been made in the agricultural and mechanical departments that have suffered the most. Our industrial outlook is hopeful. The men in charge of labor departments are competent and zealous. I cannot but refer here, with grateful thanks and appreciation, to the liberal, helpful course of the Trustees of the Slater Fund, who, through Dr. J. L. M. Curry, have encouraged us to hope

for increased aid from the remarkable gift of the late John F. Slater.

The centre of industrial interest here is the "Huntington Industrial Works," whose activity, when the due supply of logs can be kept up, means success in the cause of practical education and a most encouraging prosperity. There is a good market for its daily product of 25,000 feet of lumber, and a great advantage and economy in the use of saw-dust, slabs and shavings for fuel, which saves coal at the rate of nearly ten tons a day. The labor question in firing the boilers at the "Works" is a very serious one and equally so is the matter of good adequate boilers: the boiler system is not what it should be. See Mr. Vaiden's report.

Farming, as the chief occupation of our Negro and Indian populations, should have the first attention in this School. Next year's teaching will, I think, make more of agricultural instruction than has ever been made here before.

Intelligent farming, thrift and right ideas about labor will go far towards making homes for the black and red races of our country, who need only good instruction to become excellent, self-supporting citizens. Machinery is fast replacing hand tools in Southern farming. The more improved machinery we can introduce and work to advantage, the better. Hand tools have had their day. Please note improved machinery in blacksmith shop.

The Agricultural and Mechanical departments of this Institution should have an Endowment Fund of not less than Five Hundred Thousand Dollars, considering that they give employment, self-support and industrial education to over 600 boarding students from over twenty states. There is, I think, no Endowed School for the Negro or Indian in this country.

Not having been able, as I had hoped, to visit, during the past year, portions of the South and West to

get fresh impressions of the conditions of things there, I cannot make the discussion of the Negro and Indian problems usual in my Annual Reports. It is, however, evident that the burden of educating the Negro has been assumed by the people of the South, where education of the colored people in the common schools has made some notable progress during the past year. The unfortunate legislation feared by many through the failure of the Blair Bill to become a law—it was expected that some Southern Legislatures would devote to the Negroes' education only the taxes paid by themselves—has not been enacted. The outlook, as to education and progress generally, is better than ever before.

Government continues its usual appropriation for the education of Indians at this Institution. There was some anxiety lest Congress should cut off or reduce the amount. We feel confident that a clear understanding by Members of Congress, of the School's work for Indians, and of its results, would lead to favorable action on their part. Never were the results of Indian education in Eastern schools so fully presented and discussed as during the current session of Congress. I think it safe to say that public confidence the capacity of the Indian for fine manhood and for useful citizenship, through education, was never so general and strong as it is now. Ridicule of the ability of the returned Indian students to do good among their people, has nearly ceased. Our work for the Sioux of Dakota, since 1878, especially for those of Standing Rock Agency, has had most satisfactory results. The death rate and sick rate of Indians at this school have marvelously decreased of late years. Indians at their own homes, with an education, act very much as whites do in like circumstances. They usually make the best of things; while more or less influenced by their surroundings; often greatly improving them.

“DIXIE HOSPITAL AND TRAINING SCHOOL FOR NURSES.”

I commend to your attention, Miss Alice M. Bacon's Report on the “Dixie Hospital,” for which your Executive Committee has provided good and ample grounds, for fifteen years, at a nominal rent.

The School is not at all responsible for the construction and running expenses of this Hospital. The fees from nursing will ere long meet the annual cost. It has a large and hopeful field in the neighboring community and National Soldiers' Home. Colored girls make excellent nurses. The care of the sick is an occupation for which they are remarkably adapted, in which they can get an excellent and honorable support; their success, so far, has been all that could be wished. It is well that there is a place on the grounds of this institution where the unfortunate stranger can be cared for when prostrated by illness or injury; one which supplies, without charge to needy poor people regardless of color, competent nurses. Miss Bacon has assumed a great care and burden in pushing the Dixie Hospital—lately incorporated by Act of the General Assembly of Virginia. Her work has the confidence and moral support of all who know it, and the active co-operation of the local physicians. She hopes for a wide-spread interest that will secure a complete and sufficient plant and outfit for the “Dixie”. It is fitting that the women of the Negro race should find a career in ministering to the needs of their own people and to those of the dominant race, which is glad to secure their services when skilled and competent. Unwholesome living and neglect through ignorance are hastening large numbers of our Negro adults into untimely graves and ending prematurely the lives of countless infants of our colored population. Who, so well as the women of that race, should enter this ministry of helpfulness, of prevention as well as cure?

OF GRADUATES.

The long promised book entitled "Twenty-Two Years' Work of Hampton Institute" is now nearly through the School Press, and during the summer a thousand copies will doubtless be made ready for distribution. Its nearly one thousand brief biographies of our Negro and Indian graduates and returned students, with illustrative maps, will give a clear idea of what Hampton Institute has done and is doing for the country. The price of one dollar per copy will barely cover the cost of printing and publication. No one, I am sure, will begrudge paying that price to help bring out the vital facts of the education of the Black and Red races of our country.

A QUARTER-CENTURY OF WORK.

The coming session of 1892-3 will complete the Twenty-fifth Year of the Hampton Institute. The next anniversary will be an occasion of peculiar interest. Little did I dream, on arriving here in March, 1866, or at the opening of the School in April, 1868, that such a plant would spring up on these grounds. All the results that appear are due to the wonderful blessing and help of Almighty God, who, I hope and believe, will ever be praised and looked to at this School as the Author of all good, who never fails to care for His people and to help those who trust in Him.

IN GENERAL.

I wish to impress upon the Trustees of this institution, the wisdom and need of making the most of its resources, by way of inducing, if possible, the National Government to purchase the forty-three acres of land now under lease to the National Soldiers' Home (Southern Branch) for the term of twenty years, of which nine years have expired. Although the authorities of the "Home" have expended large sums upon it, in erecting extensive hospitals and in filling in a marshy part of the tract, the land is of

high value as a water-front, considering only the boundary line according to our original purchase, and would bring in the market, at present prices, not less than \$2,000.00 per acre. The avails of the purchase would make a good addition to our Endowment Fund. I think the authorities of the "Home" would be glad to co-operate with the Trustees of this School in an effort to induce Congress to make the necessary appropriation. Already five acres of our land on the county road have been purchased by government for a National Cemetery, at the rate of \$1,500.00 per acre. Land on the sea shore is much more valuable.

Our relations with the State continue to be satisfactory.

Our graduates and other ex-student-teachers continue to report good treatment and kind appreciation from the School Superintendents and officers of education generally in the various counties of Virginia.

I think it desirable that the Trustees should appoint a Committee to see to the proper representation of the School at the World's Fair Exhibit at Chicago next year. The Commissioner of Indian Affairs has already called on the School to send an exhibit of our methods of work for Indians, he having agreed to provide room for thirty students (fifteen of each sex) with if necessary five or six teachers, for three weeks, which will entail considerable cost. The School as a whole should be represented in the Educational Department.

The health conditions of the Institution would be greatly improved by making a sea-wall from the new wharf where lumber is piled to the shore immediately in front of the Mansion House. To make this of "sheet-piling,"—suitably secured and filled in at the rear with sea mud and sand by a dredging machine, and covered with soil—would probably not cost over \$4,000. This measure has just been recom-

mended by a board of competent physicians, after personal examination. The entire water front of the School on Hampton River needs similar treatment. See Report of Dr. Waldron, Resident Physician.

On the morning of May 5th, a dangerous fire broke out in the top of the saw-mill tower of the Huntington Industrial Works. It was easily extinguished by the prompt action and splendid conduct of the Normal School Fire Department aided by the Steam-fire engines of the National Soldiers' Home and of the town of Hampton. The veteran soldiers from the Home, without waiting for their horses, seized the ropes and dragged their fire engine to the post of danger and did invaluable service. Public thanks have already been expressed. Whatever may be said of Southern prejudice, there is, in the South, the noblest readiness to respond to any distress or human need, regardless of danger.

I present with this the usual special reports from departments, enumerated below.

I remain, gentlemen,

Very respectfully, your obedient servant,

S. C. ARMSTRONG.

Principal.

Hampton, Va., May 18, 1892.

Reports of Departments.

[All department reports will be brought up to time, as usual, on the completion of the School's fiscal year, on June 30th. Those in manuscript are no less important than the rest; their substance appears in Miss Van Rensselaer's "Review of Industries."]

The following are the reports now printed:

Girls' Department, (colored)—Miss G. Clark, Lady-Principal.

Normal School and "Whittier" (preparatory) School.—Miss Elizabeth Hyde, head teacher.

Indian School.—Miss Josephine E. Richards, in charge.

Night School.—Miss Susan Showers, in charge.

Review of Academic Work.—Miss Dora Freeman, teacher.

Review of Industries and Industrial Education.—Miss S. de L. Van Rensselaer.

The Social Life of Students.—Miss E. Johnston, teacher.

Récord of Graduates and Distribution of Reading Matter to Graduates.—Miss A. E. Cleaveland and Miss A. L. Bellows, correspondents.

Record of Returned Indian Students.—Miss Cora M. Folsom, correspondent.

Report on Library.—Miss L. E. Herron, librarian.

Health Report.—M. M. Waldron, M. D., resident physician.

Report on Discipline and Military Drill.—Capt. R. R. Moton, disciplinarian.

Report on Religious and Missionary Work.—Rev. M. B. Frissell, Chaplain and Vice-Principal.

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The following reports from departments are presented in manuscript :

1. *Report of Business Agent*.—Mr. F. C. Briggs.

2. Industries under general direction of Lady Principal.

Students' Boarding Department.—Colored girls' housework and students' and teachers' laundries, employing 137 girls. Report by Mrs. H. H. Titlow, Miss Clara Woodward and Miss Mabel Woodward.

Teachers' Home Department, (80 boarders) employing students as waiters, pantry boys, cooks and helpers (all boys), Report by Mrs. E. R. Gore, housekeeper.

Cooking Classes and Girls' Holly-tree Inn, twenty-four colored and fourteen Indian girls, taking lessons, by Miss Julia Williamson, instructor.

3. Other Industries for Girls chiefly.

Girls' Industrial Department of Sewing, tailoring, shirt and dress making, clothes mending and manufacture of under wear, employing twenty girls, four boys, regular hands, Report by Miss M. F. Galpin in charge, assisted by Mrs. E. T. Mitchell.

" *Winona Lodge* " (Indian girls' building), housework and laundry employing thirty-seven Indian girls under the direction of Principal of Indian School. Report by Mrs. Lucy A. Seymour, Miss Helen Townsend and Miss Georgie Washington, in charge.

Department of Special Diet, under direction of resident physician. Reported by Miss H. E. Judson, in charge.

Whittier School Cooking Classes, twelve colored girls taking lessons. Report by Miss Harriet Howe, in charge.

Boys' Holly Tree Inn, open only to students, employing two students and one ex-student (colored boys). Report by Mr. F. C. Briggs.

4. Boys Industries under special or general direction of Mr. Albert Howe, Superintendent of Industries. Negroes and Indians are more or less mixed in the following named departments :

Home Farm, 125 acres and *Hemenway Farm*, 550 acres, four and a half miles distant, (with "Shellbanks Industrial Home" in charge of Miss Clapp). *Farm Shops*, (wheelwright and blacksmith), twenty-four boys on farms as regular all day hands; eighteen in shops. Reported by Mr. Albert Howe, manager.

The Greenhouse.—Reported by Mr. J. W. Hatch, in charge.

Huntington Industrial Works, saw-mill, planing and wood working shops, employing sixty-four boys. Report by Mr. J. G. Brinson, Superintendent.

Huntington Works Annex.

Technical Department, Carpentry, fifteen Indians and two colored boys. Report by Mr. F. L. Small, in charge.

Primary Instruction in use of Carpenter Tools, twenty colored and twenty-five Indian girls, and a class of twelve colored boys from Whittier School. Report by Miss Katherine E. Parke, in charge.

Blacksmithing, five Indian and seven colored boys. Report by Mr. E. O. Goodridge, in charge.

Carpenter Repair Shops, sixteen boys, (eight colored, eight Indian), reported by Mr. John Sugden, in charge.

Paint Shop, seventeen boys. By Mr. J. F. LaCrosse, in charge.

Harness Shop, nine boys, by Mr. Wm. Gaddis, in charge.

Shoe Shop, thirteen boys, by Mr. John E. Smith in charge.

Tin Shop, two boys, by Mr. E. E. Woodward, in charge.

Knitting Shop, eleven boys, by Mr. Edward Jones, in charge.

Printing Office, nine colored, six Indian boys, five graduates or ex-students, by Mr. C. W. Betts, manager.

Machine Shop, iron work of all kinds, wheelbarrows and trucks a specialty, fourteen boys employed. Report by Mr. E. O. Goodridge, in charge.

Steam, Gas and Water Works, nine students, one ex-student Report by Mr. G. Vaiden, in charge.

Colored Girls Department.

The colored girls under my care this year have numbered 222, of whom 150 belong to the Normal and 72 to the Night School, an increase of 17 over last year. All these girls are boarders and are accommodated in two buildings—the Cottage, which should hold no more than 56 besides the corridor teachers, and Virginia Hall which comfortably accommodates about 125. But all the rooms were stretched to their utmost capacity when the School opened last fall, for they came in such numbers that it was difficult to know where to put them all. At the present date, however, 34 have dropped out for various reasons—4 on account of sickness, 11 of their own accord, 10 for poor scholarship and 9 as unsatisfactory, thus thinning out the ranks somewhat, and making it rather more comfortable for those who remain.

Of the new students that entered the Night School, a most satisfactory report has come in right through the year as they are proving themselves both earnest and capable workers. It may be due to the fact that last year it was decided to raise the age to 16 years for entrance to this class, and the careful "weeding out" of those who show themselves not thoroughly in earnest in both work and studies has a most wholesome effect. They are employed, with a few exceptions, in the Laundry and Sewing room, and attend school for two hours in the evening. They room, in many cases, with the old students, and very soon learn the regulations and conform to the rules of the Institute.

The housework gives employment to those girls who are in the Normal School, and they also have one day each week to work in the Laundry and Sewing room. This work enables them to pay about half of their boarding expense, the remainder being paid in cash or deducted from the balance to their credit if they have come up from the Night School. There are so many requests for our girls to go North

to work during the summer, that we are thus enabled to assist them to good places where they can earn something towards another year's schooling. While we do not pretend to train them as servants, many of them pick up quickly and willingly the necessary instruction from those by whom they are employed, and bring back to the School such good records that, in several cases, the same persons desire to have them a following season. Three of them, last summer, made such a good record in one place in New Jersey, that the gentleman has sent down this year for fifteen of our boys to take places that have always previously been filled with Northern help.

Owing to the prevailing sickness, of which Hampton has had its share, the year has been a trying one, not only among the students, but among the teachers. In my department there has been a very small portion of the year when the ladies have all been able to be at their posts of duty at the same time, and much of my time has been occupied in doing matron's work. For that reason, and that there are so many things to learn in a new department of work, Miss Mackie's valuable suggestions of a year ago in regard to the laundry work have not as yet been acted upon. But the more I look into the matter the more I see the need for teaching the girls during the year every branch of the work rather than allowing them to stay at one kind, as has been done, for the sake of accomplishing the regular work that the laundry is required to do in the week. Of course that has to be done, but with some management, regular practical instruction in each branch might be given also. Constant supervision has been given to both the washing, which is carried on down stairs, and the ironing which is carried on up stairs. The work of individual girls has been inspected and the results, in general, are satisfactory, and there have been fewer complaints than ever about lost clothing. Those, in the majority of cases, have been because the garments were not properly marked.

The girls' "Holly Tree Inn" has been removed from the rear of the Principal's house to one of the cottages on the "reservation." The Cooking Classes are held in the same cottage and are, I believe, doing good practical work. It is not possible to make cooks of them in the short time that they are able to give to these lessons in connection with their other studies, but for those of our girls who are likely to "drop", it ought, more and more, I think, to become such a branch of education that they, at least, may become good domestics if they so desire.

During the year there have been few cases of discipline among the girls, and I wish to commend most highly their spirit of obedience and loyalty. Their home life has been both happy and contented.

Before closing I want to express the grateful appreciation of those who have received aid from the generous do-

nations of barrels and boxes sent by the Hampton Club of Springfield, Mass., the Hampton Club of East Orange, N. J., The Freedmen's Aid Sewing Circle of Newton, Mass., the Indian Presbyterian Society of Christian Endeavor, a church of Rondout, N. J., and also one from Dedham, Mass. Many students are thus very materially aided in their efforts to "make both ends meet" while their time is devoted to studying, and we still feel assured of the sympathy and help from our friends in the North.

ELIZABETH CLARK, *Lady Principal.*

Report of Academic Work,

We began our 24th Academic year Oct. 1st, 1891.

The enrolment for the year is as follows :

GIRLS.		BOYS.	
Senior Class,	18	Senior Class,	23
Middle "	51	Middle "	56
Junior "	79	Junior "	63
Intermediate,	11	Intermediate,	18
Night School,	74	Night School,	213
Indian School,	24	Indian School,	56

Whittier Day School, children, 300.

Total number of Boarders, 687.

Total number of Pupils, 987.

Indian girls in the Normal School, 14.

Indian boys in the Normal School 34. These are included in the above grand total.

The day scholar element is gradually disappearing from the school.

We now admit no students from Hampton and vicinity, who do not come as boarders. Instead of keeping out the pupils from the neighborhood, by making this rule, we have in school a larger number than ever. One encouraging sign is the fact that their people are beginning to feel that their children must board in the School in order to receive the full benefit of the School.

It means a good deal of self denial on the part of parents when they are willing to stand the expense of boarding their children in the Institution.

Our day scholar problem has long been an unsatisfactory one and we are glad it has settled itself in such a satisfactory manner.

One important step has been taken this year in changing the age of admission to the Normal School from 14 to 16 years of age. We have felt for some time that our School was not the place for small boys and girls. They need more care than can be given in an institution of this kind. Still another reason for not admitting pupils under

16, is the rule requiring all those who have passed through the Middle Class successfully, to go out and teach for a year before returning to graduate. Sixteen years is too young an age at which to turn out teachers. They must wait until they are eighteen before they can lawfully take a school. Should they succeed in obtaining a school while under age, they return to us too young to reap the full benefit of the Senior year, which requires a more mature and thoughtful mind than is usually possessed by our younger pupils.

There has been but little change in our course of study this year. Each Senior has spent a month at the Whittier observing and teaching. Better work has been done in that direction than ever before by any Senior Class.

We feel that our students must have all the chance possible to observe the best methods of instruction and to become skilled in handling children.

Drawing and singing have been taught on a more extended scale than that of last year and the results have been very gratifying. The Middle girls have had their lessons in carpentering and cooking, the Junior girls have had the usual course in gymnastics.

We were fortunate this year in not having much change in the corps of Academic teachers.

Our policy for next year is to unify the different schools more and more, to have the teachers engaged to teach, not in the Normal School or in the Night School, but in whatever schools their services are most needed, and to have the Night School teachers work also in the Normal School. This will not only unify the work but will also be more economical.

Our Night School is the great feeder of the Normal School. So few pupils come in from other schools that they are hardly worth mentioning.

The Night School pupils are coming into the Normal School better and better prepared every year, and there is a promise of a gradual but steady advance in the grade of work done in both Schools. See Miss Shower's report.

The Whittier, with its 300 children (all day pupils) has had one of its most successful years. The whole spirit of the school has been most excellent. The new building is a source of wonder and pleasure. We feel that it has done much in altering the whole personal appearance of the children; clothes are less ragged, hands and faces are cleaner, boots are blacker.

INDUSTRIAL WORK.

All the children, boys and girls, both small and big, have instruction in sewing; it is taught by the teacher of the room as a regular exercise. Each child has a blankbook in which are kept specimens of its work.

Two classes of boys have received two lessons a week in carpentering, coming up to the Normal School Technical Shop for the purpose.

We hope to see the day when the Whittier shall have its own technical shop and a teacher who can give the mornings to the training of both boys and girls.

The Cooking School has been under the care of Miss Hattie Howe and is an important factor of the school. We have been able to have but one class this year on account of the expense. We must have more training in this direction next year. The majority of the Whittier girls never get into the Normal School and it is very important that they learn how to put and keep a house in order and that they learn how to sew and cook.

There is more and more danger in our colored boys and girls losing sight of the value and dignity of manual work. We are partly to blame for this if we let them feel that excellence in their studies is the one and only thing to aim at. It would help the Whittier work very much if we could have connected with it a full course in Domestic Science for the girls and a technical shop for both boys and girls.

Respectfully submitted,

E. HYDE.

Indian School.

The number of Indians this year at Hampton has corresponded very nearly with that of last: 37 girls and 93 boys. We have had on our rolls since last October 43 girls and 97 boys, a total of 140, including 10 at the North, of whom 6 have graduated, or are no longer pupils of the school, but have remained under its supervision.

Seven have returned to the West. There has been no death during the term; but in August, as will be seen from Dr. Waldron's report, one of our boys died at the North.

The tribes represented are as follows:

Sioux	57
Oneida	54
Winnebago	8
Omaha	4
Piegan	1
Shawnee	1
Seneca	1
Wyandotte	1
Sac & Fox	3
Pottawatomie	4
Otoe	2
New York Oneida	1
Mohawk	1
Ononcaga	1
Penobscot, Me.	1

The new party of the year arrived in September, under

the escort of the Rev. Mr. Freeland. It was composed mostly of Sioux and Oneidas, in all numbering forty. Eight are former pupils who were anxious to return for further training. No Indian parents seem more thoroughly alive to the benefits of education for their children than the Oneidas. As one of these mothers wrote to a daughter, just completing her fourth year here, "You all know that we are so anxious for you all to learn something. We had rather you all go through all study."

The distinctively Indian work at Hampton centres around the three buildings, Winona Lodge, the Wigwam and part of Academic Hall.

Winona, the home of the girls, was finished and first occupied in '82. The teacher in charge wrote at the time. "Years of instruction could not have done for the Indian girls what a building of their own has accomplished immediately." To "keep Winona clean" has been a wonderful inspiration to the young sweepers and scrubbers who through these ten years have carried on their crusade against dust and dirt with such success as to win words of warm commendation from the many visitors who inspect its light, airy halls and corridors and pleasant sleeping-rooms. Not more than two girls usually share a room, and since they have their own belongings about them it is a miniature home. The bureau drawers and stationary curtained wardrobe contain the clothing, made and mended, washed and ironed by themselves. Even her bedding is part of each girl's weekly wash [unless in the case of the very youngest] and she must keep an eye to her white spread that it also goes into the tub when occasion requires. If she has for some time taken lessons in the Technical Shop [see Miss Van Rensselaer's Report] a neatly made screen may hide her washstand, or a pretty set of shelves display some of her books. The little table in the centre of the room, the wide window sills, the tops of bureau and wardrobe, give scope to the tasteful arrangement of photographs, cards and the various gifts gradually accumulated.

The Lend-a-Hand Circles are very helpful in the training of our girls. When a teacher has a little knot of her pupils gathered about her in her own room, fingers busy and tongues set free from the restraints of the class-room, she finds it easy to gain a new insight into character and needs, and many a chance to speak a word in season to exert a moulding influence over these young lives.

At New Year's time one of these Circles proposed that instead of the little breakfast party their teacher was planning to give them, they should be supplied with provisions to take to some poor old colored people across the creek. A very happy New Year's morning was thus spent as they distributed their gifts and read and sang in the little cabins, learning the sweet lesson that "it is more blessed to give than to receive."

But not only to the girls is Winona an "Elder Sister." Her little chapel gathers the boys also for the Thursday evening prayer-meeting and the Indian Sunday School, Sunday afternoon, of which Rev. Mr. Gravatt is the Superintendent. Sunday morning also there is a service for those who do not attend St. John's church. This winter we have had to miss the presence and help of General Armstrong, who for eight years has been wont to give part of the morning to his Indian Sunday School. In his absence an effort has been made to throw more of the responsibility upon the scholars themselves. A prayer meeting has been held, often conducted by one of their own number, and out of this has grown a Young People's Society of Christian Endeavor, with a Sac & Fox boy as president, a Winnebago girl vice president, an Omaha boy treasurer and a Sioux girl secretary.

Saturday evening the big hall often presents a festive scene as the boys and girls meet for a work evening, or a sociable, a musical and literary entertainment, or a debate.

In a recent address at Hampton, Sen. Dawes called special attention to the "home," that all important factor in Indian civilization, and the need of home training. Since it is upon the mother of a household that its purity and happiness so largely depend, it is not strange that the task of uplifting the women of a race is held to be most needful in all missionary work. It is cause for congratulation that in the Indian work of this country, Dr. Dorchester, the Superintendent of Indian Schools, is accompanied in his long tours of inspection from ocean to ocean and from Canada to the Gulf, by his brave hearted wife, who devotes herself to the welfare of the women and girls. While visiting Hampton this winter, she gave us a word of encouragement as to the practical worth of the little cottage where our girls take lessons in simple, every day housekeeping. She had felt the need of such a scheme in the Western schools, had already pleaded for a small house adjoining the main buildings where girls could be so trained, but now felt she could urge it the more strongly since, she said, she had actually *seen* her "model cottage." She is much interested in furthering Gen. Morgan's wise plan of appointing field matrons, earnest, practical Christian women with a true missionary spirit, to go out and live among the Indians, above all putting themselves in touch with the Indian women, and teaching them how to improve their homes, to care for their children and to nurse the sick.

The Wigwam has been full to overflowing this year with boys of all ages and sizes, from the chubby little fellows who are cared for in their own Division A, to some very grown-up and sedate young men in Divisions B, and C. These last have had the motherly supervision and counsel of Miss Semple, long the valued Lady Principal of Carlisle until her strength gave way under her onerous cares. The sitting-

room of the lady in charge which became so cheery and attractive a spot under Dr. Johnson's care, has continued its refining influences, and is a constant resort for the boys, especially for those excused from work or study. A daily paper lies on the table, and there are magazines, illustrated books, games, &c. Here they come for help in various directions, light on a hard lesson, Bible verses for some meeting in which they are to take part, or earnest words touching the life work before them. A number have shown an interest in the temperance question which is to become so vital a one to the Indian and have pledged themselves to total abstinence. A Wigwam Literary Society has been formed with Mr. Gleason as President, and, under the stimulus given to it by himself and Mr. Blake, has already succeeded in waking up the youthful orators in a manner to surprise themselves as well as their friends. A lady visitor present one evening at their "Town Meeting" in commenting on their quickness in springing to their feet, their ready retorts and easy flow of English, said, "If I had shut my eyes I should not have known I was among Indians."

The Academic work of the past winter has been somewhat crippled by an epidemic of grip which attacked teachers as well as scholars, yet decided progress is reported from the class rooms. Forty-eight Indians have been in the Normal School. An encouraging sign among the Indian Seniors has been the real interest shown by them, and the good work done, in their practice teaching at the Whittier, often so dreaded an ordeal.

In the Indian classes proper, special effort has been made of late to draw out the conversational powers of the pupils, a task by no means easy, especially before visitors. Their shyness and reticence, added to the difficulty of expressing themselves fluently in a foreign tongue, proves one of their greatest drawbacks on entering the higher Normal classes. In reporting the progress of one of these pupils, the teacher will often say, "she brings in good written work," or, "he does well in examinations, but [in a despairing tone] I can't get him to talk." More and more we hope this difficulty will be overcome.

In describing the class work for the year I quote freely from the teachers' own reports.

ENGLISH.

The Fifth, or lowest Division, began the study of our English tongue last fall with knives and forks, tables and chairs, a toy set of farming implements, &c., as object lessons, gradually acquiring the power to make a simple sentence, though the listener may have to wait long and patiently before it is fairly "out."

The Fourth Division also needed objects in every day use to increase their vocabulary, but as this grew larger, sentence building grew easier. They have had the help of pic-

tures, and with the coming of spring the sweet spring flowers have been studied and enjoyed, as also spring birds. When the name and color of a flower have been gained, and simple facts about it, an appropriate flower poem has sometimes been given as a memory gem and for reproduction work.

A lack of the power of expression seemed the great need of the Third Division. To aid this they have had the stories of Columbus, Balboa and De Soto, also simple lessons in Physiology, besides object lessons and dictation exercises, and are now able to make very creditable recitations.

History stories have likewise been given the Second Division with lessons on events of the day, as the famine in Russia, the utilizing of Niagara, &c. They are now at work at sentence building, trying to learn the uses rather than the names of the different parts of speech. The hectograph has been most helpful in preparing study hour work for them.

Natural history at present forms the basis of language work for the First Division, the pupils describing the habits and appearance of animals, aided by pictures and stuffed specimens.

In the all day Advanced class some elementary science work was taken up at the beginning of the term. Occasionally home letters, conversation lessons on general topics or matters of daily school life, poems, &c, have furnished constant drill in their language class, while each study in turn gives them English.

$1+1=2$. This first principle was the starting point of our lowest Division. The brightest ones in the class can now do combinations up to 20, the duller ones to 12. Simple problems, in simplest English, have also been given them and a little fraction work. Visiting the other classes we shall find them working along the general lines; drill, both mechanical and with problems, in the elementary rules, in fractions and denominate numbers, until we reach the Advanced class where simple decimal work is also begun, the text book there being Sheldon's Arithmetic. One teacher in using toy money has sent her scholars on imaginary shopping tours to the Printing Office, the Industrial Room and the Commissary, finding them very scrupulous in bringing back their change. The clearest method in teaching fractions has been to draw large disks on the board, divide them before the pupils, using colored crayons, and then to fit pieces of one size into another to get their relative proportions. Quick mental exercises have been part of their drill. We are apt to find arithmetic the weak point in pupils coming from Agency schools who may show excellent training in reading, spelling and writing, but with practice they quickly pick it up.

Besides blackboard work, Appleton's Chart, Davis Readers, The Story of the Bible and the new "Normal course in Reading" have been used, and some other supplementary reading. The Fourth Reader of the Normal course

has been found especially attractive and helpful, with its brief, but clear outlines of the history and government of our country. These chapters, together with patriotic selections from various authors, have stirred the enthusiasm of our Advanced class to such a pitch that on one occasion a burst of song from their recitation room took us quite by surprise, as girls and boys joined in the strains of "Our country 'tis of thee." Physical exercises and vocal drill have also been given.

WRITING.

This is a branch in which Indians are apt to excel, their powers of close observation and imitation standing them in good stead. The square paper for forming the letters correctly was used at the beginning of the term and much blackboard work of the same kind was given to the writing classes. Freehand exercises, both at the blackboard and on paper, have been found helpful. In all the classes double-lined paper is much used for copying.

GEOGRAPHY.

This study is always a "step up" for our lower classes, and the Second Division has been thus promoted this year. There is novelty and charm in teaching these young men and maidens facts and theories hackneyed to us, but new and startling it may be, to them. The tall brave, Chasing Alone, is frank to confess that to his mind it is by no means proved that the earth is round. New York and its wonders he is sure of, [has he not seen them with his own eyes?] but as regards Boston he appears a trifle incredulous. In general however they accept the teacher's dictum and diligently study about the earth as a whole, its forms of land and water, its different races, the size, surface and drainage of North America, particularly the United States; draw maps thereof, gain some idea of its cities, exports, imports, &c., besides some knowledge of its Government. Another class have enjoyed lessons on Europe, and have reviewed much that they went over last year, learning more of mathematical geography, of winds and tides and also of historical references, the early Norse explorers exciting much interest. Still another class have taken hasty flights through the Grand Divisions of the Eastern Hemisphere, returning home by way of South America. Some outside reading in books of travel has helped to broaden their views of other countries and nations.

HISTORY.

Eggleston's First Book of History has been used this year and the scholars have been much interested in its graphic sketches of the famous men of our country. Some of their reproductions of these history stories have been very good. The examples of steadfast purpose and achievement

in the face of obstacles, set before them in these biographies, are very practical in their bearing upon Indian character, for these children of the plains, with their inherited love of change and variety, find it hard to acquire the Anglo-Saxon "stick-to-it-ive-ness."

PHYSIOLOGY.

The text book used in the Normal School, Martin's "Human Body" has proved very difficult for the Indian Juniors who previously had used only note books or studied a very simple manual. The experiment has therefore been tried this year of taking Martin's work in our own Advanced class with the hope that thereby the pupils would become somewhat familiar with the scientific words and terms, so hard for them to master. It has been wading in deep waters for them, yet their teacher feels that the discipline has been valuable and that it will make next year's work much easier.

The singing lessons given to the morning school in Holt's Method, though coming only once a week for twenty minutes, have shown excellent results. The latter part of the term the beginners in the afternoon school have had daily ten minute lessons and they too are making gratifying progress.

Some of the Indians took part in the Longfellow and Whittier celebrations of the school, while their performance of "Columbia's Roll Call" prepared by Miss Ludlow for Indian Citizenship Day, was a very pleasant success.

The time for skepticism as to Indian education is past. Its possibility has been tested and proved, East and West.

Not many years ago, Mrs. Browning's "Cry of the Children" touched the heart of England. We could wish that the recent plea of the Commissioner of Indian Affairs to "give the papoose a chance" might rouse the sentiment of this country, and inspire its legislators to carry out the sacred injunction, which comes down to us through the centuries,—"Take heed that ye despise not one of these little ones."

THE WIGWAM.

Miss Semple reports:—

"The every-day life of most homes is made up of very little things too small to figure well in a report. This is certainly true of life in the Wigwam, which is the home of our Indian boys. A pleasant sitting room, as cheerful as sunshine, flowers, pictures, and a warm welcome can make it, is here always open to them. Here they find the last daily paper, a few magazines, a weekly paper, provided by the kindness of a generous friend, and a supply of books for reference and reading."

Here convalescents, or invalids not yet the subjects of hospital treatment, find rest or amusement. Here home-letters are sometimes read, and troubles, little or great, talked over, and advice or sympathy given.

From the six o'clock breakfast until the bugle sounds for bed at half-past nine at night, each hour has its duty;—study, work, or recreation.

At nine o'clock all gather in the Assembly room; summoned by the Janitor, one of their own number, a member of the Senior class, who conducts the closing exercises of the day. The roll is called; when Indian-speaking is reported, a verse or two of a hymn sung, and the Lord's Prayer reverently repeated.

At this service any student is at liberty to speak of any thing which, in his judgment, needs correction. These talks, which are quite frequent, are almost invariably listened to with respectful attention. This liberty of self-government which is seldom abused, is a strong educative feature of the school.

As a rule the Wigwam is quiet. The boys, while full of life and fun, are not boisterous. The older boys and young men are studious and manly in their deportment. Quarrelling is almost unknown, even among the little boys, toward whom the older ones are remarkably gentle and forbearing.

The boys' bed rooms are furnished with only necessary articles. They are inspected by the janitors, but swept and kept in order by themselves. There is a growing fondness for pictures and other articles of taste, often purchased from their own scanty earnings.

Mr. Gleason, of Malden, Mass., a young man of rare missionary spirit, occupies a room in the Wigwam, giving his evening leisure freely for the benefit of the boys.

Under his management the boys conduct a weekly prayer meeting, and a flourishing debating society.

Night School,

In these days the cry is every where for a practical education that shall include the hand and the heart as well as the head. It is a hopeful sign, therefore, of the progress of the colored race, that the number and the intelligence of those who are seeking at Hampton and other schools of its kind to obtain an industrial education is constantly on the increase. This being true, it must follow that the Night School, made up of industrial students, will always be one of the chief features of interest in a work like that at Hampton. It is here that the earnestness of our students and their willingness to make sacrifices for an education are most thoroughly demonstrated. It is here that their mettle

is tried. It is to the Night School that we can point those doubters who would say that the Negro race has not in it the steadfastness of purpose that brings development. We can tell them that here we have a large number of students, working ten hours a day for three and sometimes four years, and attending school two hours at night during eleven months of each of these years. When a young man is willing to do this for an education he must have some staying qualities in his composition.

The enrolment of students in this department has been larger this year than for the two preceding ones, numbering in all 299 students, 225 boys and 74 girls. Not all of these have stayed through the year, the average enrolment being 254. Arrivals and departures have occurred nearly every month; for this many-sided test must of necessity weed out the less desirable material and ensure a survival of the fittest. The constant aim of those in charge of the work has been to retain only the most deserving. Those who prove themselves unworthy or incompetent forfeit their right to a place in the school. Personal sympathy often prompts the keeping of a student who is weak or unworthy; but a larger view of the work as that of developing the good rather than reforming the bad, leads us to see that justice to the race as well as to the school and its patrons demands a careful selection of the best material from those that come to us.

In spite of sickness the attendance has been good throughout the year, and a spirit of earnestness and industry has prevailed. The idea of self government is growing in this as in other departments of the School.

A better class of students come to us each year, showing that the leaven is working among the masses, for by far the greater number of our students continue to come from the rural districts where enlightenment and education are making their way slowly but surely against superstition and ignorance. Our best students come from the country schools of Virginia and adjoining states, where Hampton graduates are most numerous and are doing a noble work.

While our field lies mainly with the country population, it is well to state that not a few of our best apprentices have come this year from the city schools, with the quickened intelligence, and ready adaptation to new conditions that come from early training. Gaining students thus from both classes, gives to our work a breadth and balance that would not be possible with either class exclusively.

The girls of the new class seem to be unusually promising. Almost without exception they have proven themselves to be quiet, womanly and industrious, with good capabilities for development. The few who have not shown these traits have been dismissed from the school, for the reasons before mentioned.

The grading of the school varies little from year to year excepting that as our new students come better prepared, we are able to raise the standard of scholarship little by little. This year, as last, the needs of the school have demanded ten classes, six doing work preparatory to the Junior year, and four following the regular course laid down in the Normal Department.

The six elementary classes are divided into five Preparatory sections graded according to ability, and one intermediate class made up of students repeating their preparatory studies of last year. The Preparatory work has been much the same as last year, comprising reading, writing, spelling, language and arithmetic through the fundamental rules. The higher sections of this grade have had also some mental work in fractions.

Four classes doing regular Normal work have been mentioned. Next to the Preparatory is the work of the Junior course. This work in the Night School requires two years. Two sections of this class are doing the first half of this work and one the last half. Many go to the Day School after one year of Junior work, which accounts for the one section only on the second year's work of this grade. The work is the same as the Junior work of the Normal School.

There is one small Middle Class composed mostly of trade boys who reach this grade before completing their trades. This class, like the Juniors, pursues the same course of study as the corresponding grade in the Normal School.

The Night School takes students no farther than the Middle Class. It is felt that before graduating they need certainly one year of more exclusively intellectual work. The number of those who finish the studies of the Middle year before completing their trade is small, but there are always a few, and the question of providing for these few has always been a puzzling one. This year provision has been made for giving them two recitations an evening, one in current topics and the other in geometry. Both studies have been pursued with profit, and in this way this small but perplexing class has been provided for more satisfactorily than last year.

The aim in all our work, especially that of the Preparatory year has been to do fewer things and to do those more thoroughly. The classes in this and other grades have been so arranged as to give the students more writing with pen and ink, practice they much need. We have noticed, too, that as our students advanced to the higher grades they spelled badly, and more attention has been given to this humble but essential branch of study.

The work in arithmetic, language and reading has been more definitely laid out in the Preparatory grades. The aim in arithmetic has been to secure quickness and accuracy in

the fundamental operations. As a means to this end much attention has been given to mental arithmetic. The first number of the Popular Educator Arithmetic has been put into the hands of the Preparatory students with most satisfactory results. This book furnishes the variety of simple practical problems for which we have long been seeking.

In the reading throughout the school a gain has also been made. Owing to the valuable accessions to our stock of reading material, we have been able to give to all the grades a larger number of selections from the best authors, and a greater variety of work of true literary merit. Beginning thus early, it is hoped that the students in the higher grades will be better able to appreciate what is fine and elevating.

The elementary science work in the lower grades has consisted of simple experiments with their applications to common things. And, since spring has opened, of lessons on the different phases of plant life as they have unfolded. This work has been made a basis for language.

We have been able this year for the first time to introduce into the Junior and Middle classes the course in Bible study pursued in the Normal department. Mechanical drawing has also been added to the course. Ten boys pursuing trades have availed themselves of this course, which is optional with certain conditions.

The organization of the school has been changed in a few particulars, it is believed for the better. The school session of two hours has been divided into four equal periods of a half hour each, instead of the three longer, and one shorter one for writing and spelling that we had formerly. This gives writing an equal place with other studies in our curriculum and results justify the time thus spent.

Last year one class remained in a room through the evening, the changes from one room to another being made by the teacher. This year the plan of having the classes changed at the close of each recitation has been followed. We feel that this frequent moving about has been a gain instead of a loss of time, since it has made the students more wide awake and alert.

Another gain, and the greatest of all, has been in having for the most part the same teachers in the Night School as last year. There have been only three changes this year against seven of last. The advantage of permanent teachers cannot be over estimated and has been clearly proved by the work of two years.

The general outlook for the Night School is a most hopeful one. There is a movement, in the wisdom of which all concur, toward the consolidation of the two schools under one general management. It is coming to be the belief of all interested in the work that only when this object shall be fully accomplished will the greatest good result to both schools.

SUSAN SHOWERS, *In charge.*

Review of Normal School Class Work.

The student who enters one of our preparatory classes and goes through the Normal School, completes the work of a grammar and English high school course, with the exception of the algebra and geometry always included in high school studies, but with the addition of Normal work, which fits him directly for his work as a teacher.

Although very few changes have been made in our curriculum, a review of the class work of the last few years shows much change. An increasing effort has been made to cultivate power of observation and to educate thought power. As no work offers better opportunity for this training than that of Science, this department will be first mentioned.

SCIENCE.

When most of the work in science came in the Senior year, the instructor found the students very deficient in ability to observe accurately and to draw conclusions. Now this work begins in the lowest classes in the Night School, and it is continued throughout the entire course. The report of the lessons of the preparatory classes is as follows:

"Our preparatory students are set at once to work observing and drawing conclusions. The lessons of the past year comprise familiar talks on matter, its states and changes, common forces and what they do, the phenomena of cohesion and adhesion with practical applications, and a series of lessons on the atmosphere, its pressure, composition, etc., with the application of the facts learned to the lifting pump.

"These lessons are made a basis for expression in both oral and written language, and are invaluable for the training they give the students in thinking and in expressing themselves in an orderly and simple way. It is the constant aim of the teacher to simplify this work as far as possible, to eliminate technical terms, and to make practical applications."

In the Junior year, the students have an elementary course in geology. The composition work of the year is largely based on these lessons. The teacher of these classes gives the following outline of the course:

"The principal topics treated this year are the change of solid rock to pebble, sand and mud, and the formation from these of slate, sand and conglomerate, with a study of coal and other fossils. The students learn to recognize the common minerals, like quartz, mica and feldspar; and study the formation of chalk and of other limestone formations. This is all preparatory to the study of soil as a basis for the study of plants which is taken up in the Middle year. The two are a preparation for the study of practical agriculture in the Senior year.

"This work in geology is both oral and written. Great care is taken that the student be told nothing which he can find out for himself. Specimens, as many as possible, are provided, and the subject is developed by means of questions arranged according to a definite outline. Students are required to make clear, complete statements in answer to these questions. The lesson is studied until the students are familiar with the facts, and then it is assigned as a composition exercise.

"An effort is made to secure variety in these compositions, and to lead the pupils to use their power of imagination. Many of the lessons are written as letters to little friends at home, that the students may learn to give the lessons to the children in their schools when they leave here. Others are given in the form of talks to children. Sometimes a pebble or a piece of coal is made to tell its own story, or a brook tells its story in the form of a dream.

"This work has secured a clearness and method in composition, and has led many to an ease and fluency of expression. It has aroused a spirit of inquiry on the part of the students, and has awakened in them a great interest in what they see in the world around them, which has led them to collect interesting things for the little cabinet in the class-room, and to send home for specimens."

The Juniors have, also, a course in physiology and zoology. A knowledge of hygiene is the aim in the study of physiology. The consideration of practical subjects takes a large part of the time. Among the subjects discussed are ventilation, food and proper ways of cooking it, cleanliness, exercise, first aid to the injured, and the effects of alcoholic beverages upon the organs.

The Middlers have a course in elementary botany. This, as well as the geology, is in charge of the teacher of language and grammar, and all of the lessons are carefully written by the pupils. The work begins with the study of the embryo of the bean, followed by lessons on germination and growth. Then follows the study of roots, stems, leaves, bark and branches, flowers and fruit.

In giving these lessons, the aim is not only to make them profitable to our students, but to give them the training that will enable them to plan and carry out similar work in the schools where they will soon be teaching. Some who have been out for a year of teaching, report enthusiastically of the interest which their talks on botany aroused, and the request has been made that more time should be given to it during the Senior year. It is our plan to devote one period daily for the last three weeks of the term to this work with the Senior Class.

During the spring, nearly all of the classes have been studying botany. No regular course has been attempted with the lower classes, but the teachers have endeavored, by simple talks and object lessons, to arouse interest in flowers and in plant life.

"The teacher of the Senior Class in science says of that work, "The Senior Class has this year had weekly lessons in agriculture, at the same time pursuing a laboratory course, combining the elements of physics and chemistry. A laboratory manual has been prepared in which are no statements of fact, but only directions for experiments, a few questions and review topics. Each student has his own desk, and performs most of his experiments himself; always making his own observations and drawing his own conclusions, he writes both in his laboratory manual. The students are encouraged to sketch the apparatus as used, letting the picture tell the story of the experiment. In spite of the fact that this class has had but little instruction in drawing, many of the books show very good work.

"The laboratory work is supplemented by recitations and by the reading of reference books in the Library, to which the students have access during their study hour.

"The object of the whole course in science is not to cover a certain amount of ground, or to crowd the student with facts, but to teach him to think, and to reason from what he observes to definite conclusions; in short, to develop in him a scientific habit of mind."

GEOGRAPHY.

As the work in geography is closely allied, in methods, aims and results, to that which has been described, the report of the teacher of geography naturally comes next in order.

"As a result of the elementary science lessons last year introduced into the Junior Class, the present Middle Class has a much sounder preparation for physical geography than any preceding class. The students are now observing for themselves, quite closely, the winds, clouds and temperature and the path of the sun.

"The whole school showed great interest during the winter in the total eclipse of the moon, and in the Aurora Borealis.

"The frequent rains have furnished convenient illustrations, in the mischief done to the roads, of transported soil, the formation of river systems, deltas, and marshes.

"The recent difficulty with Chili and the Behring Sea question have been discussed in class, as well as other current topics. Sometimes letters are called for, describing imaginary journeys. By such methods, as well as by reference to books of travel and by the frequent use of pictures and scrap books collected for the purpose, an effort is made to give as much as possible, in the four weekly recitations, of what Herbert Spencer calls "Descriptive Sociology," with the hope that the students' minds may thus be somewhat broadened and deepened."

HISTORY.

The study of geography and history must always be combined. The localities that have a history significant in the world's progress are those most to be studied; and a historical event cannot be grasped unless one understands the environment of the people under consideration, since it so largely determines their history.

Our Juniors read Eggleston's First Book in American History. It is a most attractive book, and the interest of our large classes never flags while they are reading it. This history has been prepared with special reference to the lives and deeds of great Americans, and is of great value in stimulating students to read more of the men in whose lives they have become interested.

The Middlers study United States history during the entire year.

The Seniors take the outline of the world's history. They study Ancient and Medieval History somewhat in detail, and take up briefly some of the greatest events of modern times.

The study of current history has been aided by the little paper *The Week's Current*. We availed ourselves of a special offer, and subscribed for twenty copies for ten weeks. This paper contains a summary of the leading events of the week. Space is given to discoveries and inventions and to all important questions of the day.

Twenty minutes following devotional exercises at the opening of school in the morning are given by the Middle Class to the discussion of current events of the week. The reports given at that time show that our students are reading the papers thoroughly and intelligently.

The Seniors study the papers in connection with political economy and civil government. These studies they always find exceedingly interesting. A text book is used as a guide, but the daily paper is always brought into the classroom and is referred to constantly.

Old Testament history is studied by Juniors and Middlers. The Juniors take the history to the reign of David; the Middlers finish. The objects of the work are to give the students a knowledge of the history, to make them familiar with the books of the Bible, and to teach them to study it and to draw their own conclusions without relying solely on aids to Bible study. The life of Christ, Acts and the Epistles are studied in the Sabbath school classes.

READING.

It is our desire to arouse interest in the best reading, to enable the students to get thought from the printed page, and to train them at the same time to give it to others by distinct, expressive reading.

In the Junior year, our students spend several weeks reading the history previously mentioned. This suggests

many other things; and they read, or hear read, selections from famous speeches and historical poems.

This year the Juniors have read many of Whittier's and of Longfellow's poems with enjoyment and appreciation. Hawthorne's short stories have opened to many a new realm of literature, and Irving's always delightful "Rip Van Winkle" has held the classes spell-bound.

Before the end of the term, the Juniors will learn some of Bryant, Holmes and Lowell. They will see their pictures, will hear enough of their lives to arouse an interest in these writers as men, and will read some of their shorter and simpler poems.

The Middle and Senior classes have also studied our American writers this year. They have kept note-books in which they have written the outlines of the authors' lives and many quotations from their works. They have read Irving's "Legend of Sleepy Hollow," "Snow Bound," "Evangeline," some of Hawthorne's short stories and sketches by Charles Dudley Warner and by Burroughs.

Our Middlers are reading English history. We have recently obtained a set of Phillips' Historical Readers, and find them invaluable in this work.

The Seniors spent some time in reading Greek myths and the story of the Trojan War.

The course for the reading classes will be more definite another year, but it will not be made rigid. Unexpected interest is often shown in certain things, and time must be allowed to gratify the newly awakened desire.

Vocal drill has been given, and much attention has been paid to physical exercises, especially to those which enlarge the chest capacity.

We believe that the greatest aid to distinct and expressive reading is thorough mastery of the thought. The teachers do not make a practice of reading to the students, the passage which they are to read, but strive to make its thought clear to them. Sometimes a short sentence is given to a class to work on day after day. We find that without hearing reading which they attempt to imitate, and without having their attention called to inflections, if the students really get the thought, the desired inflection is forthcoming.

We have frequently, and, in some classes constantly assigned to individuals on one day the passages they would be called on to read the next. Careful work has been done in preparing the lessons, and this work has resulted in improvement.

While reading aloud is a difficult art for most of our students, their interest in really good things, and their desire to improve in oral reading make the work of these classes full of interest and encouragement.

The Senior Class have a course in English literature, in connection with which they have practice in composition writing.

LANGUAGE AND GRAMMAR.

In teaching any subject, one is impressed with the need of language work, and of a knowledge of grammar which shall enable a student to understand why certain expressions are correct and others incorrect, and which shall enable him to get the meaning of a sentence by analyzing it. While we endeavor to make every lesson a language lesson, we believe in a definite course, working directly toward correct oral and written expression.

Very little technical grammar is given to the Juniors. They are taught to recognize the parts of speech, and much attention is given to what may be called "language grammar."

The Middlers have a course in technical grammar. This course is necessary to prepare the students for the county examinations which they must pass in order to obtain schools, and it is, moreover, of direct practical value to them. Especial attention is given to the analysis of sentences, and this training is most valuable in aiding the pupils to understand what they read.

The aim of the work is to give such a knowledge of the structure of the language as will enable the students to speak correctly, to write correctly, and to read understandingly.

It has been already stated that a large part of the language work of the Junior Class is based on lessons in geology, and part of that of the Middle Class on lessons in botany.

Lives of authors and the study of their works suggest interesting subjects on which to write. In the composition books of the Middlers, we find essays on the following subjects: "The History of Acadia," "The Story of Evangeline," "Ichabod Crane," "Scenes from Snow Bound," "The Boyhood and Youth of William Cullen Bryant." One section has written the story of "The Vision of Sir Launfal," and some of the compositions showed deep appreciation of the spirit of that beautiful poem.

WRITING.

A comparison of the written work of a student when he enters the school with his work during the Junior or Middle year often shows that great improvement has been made. Lessons in penmanship are given to the Junior and Middle Classes. Choice selections which the students have read and enjoyed are given to them in their writing classes, and these are carefully copied in blank books.

ARITHMETIC.

Arithmetic is studied throughout the course. While careful analysis is made a prominent feature of the work, more attention than ever has been given this year to rapid

mental work. As far as possible, objects are used. Students illustrate their examples by drawings, and handle weights, measures, etc.

The aim of the teachers has been to train the pupils to do accurate, rapid work, such as would fit them for business as well as for the school-room.

The course in book-keeping which is given to the Seniors is also a preparation for business life and for the business transactions which everyone should be fitted for.

THEORY AND ART OF TEACHING.

Students who pass the examinations at the close of the Middle year are required to teach one year before entering the Senior Class. The thought of the work just ahead of them gives the Middlers much enthusiasm for the studies which will fit them directly for their new duties. During the last half of the year, lessons on the theory and art of teaching are given to the Middle Class. They are first taught the fundamental educational principles; they then learn how they should be applied in teaching the elementary branches. Lessons are given to classes of children before the students, and they are required to prepare lessons which they give to the class.

This work has new interest for the Seniors when they return after a year of teaching. Much time is spent in discussing the difficulties they have met with in their work. They are able better to comprehend educational principles, and they are ready to take up the history of education. The lives of Pestalozzi and Froebel are full of interest and inspiration for them.

The Seniors have this year had especial work in methods of teaching geography and reading with the teachers in charge of those classes. They have spent one month in the Whittier School, a longer time than any preceding class has had there. They first observed the lessons given by the regular teachers; they then gave lessons under the direction of these teachers, and finally they were placed in charge of a room. The work was so arranged that they taught children of different grades. The principal of the school met them separately and in classes, to plan their lessons and to criticise them.

This year the work of the Seniors with the children has been more satisfactory than ever before; doubtless this is owing to their increased opportunities for practice teaching.

MUSIC.

The report of the music teacher is as follows: "The Holt Method of teaching music has this year been introduced throughout the school. Our students are naturally musical, and readily learn by rote; but to think in sounds and to read music has been for most of them a new experience.

The Holt Method differs from most other methods in that it is based entirely upon educational principles. Its aim is "to teach and name the invisible in music." The ear, not the eye, is first appealed to. The student learns to think in sounds. When he can sing the intervals and has learned the names, the representation is placed before him. There remains now only the third step, development, which is gained by repetition.

But to mechanically read music is not the only thing at which the system aims. Inability is constantly in the mind of the instructor, and perfect intonation is required; thus without calling the attention of the pupil to the physical organs by which he produces sound, or to the fact that his voice is being trained, the quality of tone is all the time improving.

Time, the other element to be considered in teaching music, is also first taught apart from any representation. The French time names are used, and the student, marking the time by tapping on the desk or on his book, is made to feel the pulsations.

This year the classes have done little more than make a beginning, as the curriculum was too crowded to give each class more than one period a week. The students have, however, proved their ability to learn to read music intelligently, and next year with more time devoted to the work, we feel sure that rapid progress will be made."

DRAWING.

A systematic course in drawing was introduced last year, but this year it has been carried on under much more favorable conditions than before, since a large room has been fitted up for the classes.

The Juniors have studied type models and similar objects to gain a knowledge of form. By modeling in clay, the powers of observation have been cultivated, and, after an intelligent knowledge of form has thus been gained, the ideas have been expressed by drawing.

Drill has been given in pencil holding, quality of line and the proper folding and cutting, and proper models have been made.

The study of the elementary principles of correct decorative arrangement and of harmony of color has resulted in pretty designs in colored paper.

The students in the Middle Class and those in the Senior Class who studied drawing last year, have made drawings on a large scale with charcoal, from plaster casts of plant forms, fruit and animals. Drawings have been made, too, from plants themselves.

The results have been very satisfactory. Some have shown marked ability, and several have expressed a desire to take an advanced course after leaving Hampton.

SUMMARY.

A review of the year's work shows that the points emphasized have been: 1. Cultivation of the powers of observation. 2. Development of thought power. 3. Correlation of studies.

The especial features of the work have been, 1. The increased amount of work in science. 2. The addition of music to the regular course. 3. The development of the course in drawing. 4. The greater opportunities for practice teaching given to the Senior Class.

DORA FREEMAN, *Teacher.*

General Review of Industries.

The plan of industrial education pursued at Hampton Institute is as complicated as the Cretan Labyrinth and yet as easily threaded if one has but the proper clue. The constant aim is to educate head and hand in close harmony, to provide a reason to illustrate every task assigned, and that task to be in the end not merely one in the pedagogic acceptance of the term, but a real thing done, an article made, which in most cases, has an absolute marketable value, receiving the seal of commercial approval, and being subjected to the strict test of efficiency in the face of competition. But this method of training cannot be pursued with all alike though it is the object to furnish it to as many as possible. The necessities of self-support oblige the students to earn their daily bread wherever they can get it. Not all the labor of the great establishment is directly productive; its manifold needs call for the work of many hands; skilled and unskilled both find ready employment, and their labor is utilized in the many departments of in-door and out-door industry, affording them the means of self-support and a most valuable training.

The division of the industries into three classes; the purely educational, aside from self-support; that where industrial education is the primary consideration with self-support resultant from ability; and lastly, that which gives industrial education the second place and puts self-support and necessary labor foremost, has already been ably made in a previous report. To this classification there is nothing to add, for it covers and defines the whole plan of Hampton's industrial system.

The scheme of industrial education was originally devised with reference to the colored race which was primarily Hampton's care, and nobly does that race respond to the faith of Hampton's founder. The necessity for labor makes strong, self-respecting men and women who value their

training because they have truly gained it by the divine law. The student who works ten hours at his or her trade or daily task and then goes gladly to a two hours' session of night school, may not be a very brilliant scholar, yet who shall deny the earnestness of the wish for knowledge? Where shall we find many of the white race who show an equal courage and persistency in the face of such staggering obstacles as have hampered the advance of this people? With centuries of darkness behind them and but a quarter of century of light, what wonder that their eyes are as yet dazzled and that in many cases they still but grope blindly and see men as trees walking, compared to us on whom the sun of freedom and knowledge has shone for so long.

Industrial education as pursued at Hampton with regard to the Indian does not differ in extent or in thoroughness from that of the Negro. The probationary work year is however not incumbent upon those western strangers who enter as novices the Indian School, which is the ante-chamber of the Normal School where the students of both races are educated together. The Indian has not the goad of necessity to drive him on. He is removed from want; the wolf is not at his door and he is clothed against the biting wind. He has his ancestral lands behind him, and a very large bank account in the hands of the careful guardians and dispensers of his wealth at the National Capital. So the wards start out in life very differently equipped from their brothers and sisters whose ancestors, torn by fraud and force from the Dark Continent, have left them no heritage save that which they can carve out with their own right hands. The Indian's incentive is a high one, if he is able to feel it, and the motive of all the teaching he receives at Hampton, is to implant this aim in him. He is taught to feel that even if he and his parents be clothed and fed, the satisfaction of these material wants is not enough, that the higher hunger of the soul should be aroused and stimulated and the proper nourishment given to it. To go back to his own race, to teach them that a people which will not learn and rise, will surely sink lower and lower into extinction; to show them that to eat and sleep and be clothed is not the sole end of man's existence, and that he who lives slothfully enjoying what he has and making no more of himself shall surely meet the doom of "him that hath not, from whom shall be taken even that which he hath,"—this is the lesson the Indian is given to learn and take back with him from Hampton.

The essentials for the Negro race and equally for the Indians, appear without question to be, a thorough English education and the training of hand and eye to skilful, intelligent labor. While not denying the value of purely technical instruction, it seems to the writer that for races so little removed from the childhood of servitude and the rudeness of savagery, just the training that is given at Hampton is the best; though certainly it is well that institutions exist where aid can be given to the exceptionally gifted who

would use this training as a stepping stone whereon to mount to higher grades of knowledge.

A race whose women in the far South work habitually as the lowest field hands, counted in hiring by the landlord as so many more laborers in the family, living huddled together in a one room cabin without any of the decencies, let alone the refinements of life, needs girls such as are educated by the score at Hampton, to preach the gospel of cleanliness, usefulness, and domestic purity. And the red man, who lets his wife toil behind his lordly steps, burdened with her baby and the household goods, needs the lessons of daily courtesy, the deference to womanhood, which he receives, with much more well needed object teaching, when Hampton girls and boys return, as living epistles, bringing back the knowledge of civilized and Christian life to transform their early haunts.

In the following sketch we touch 1st. upon the industrial education of the colored girls in all branches of domestic labor and in the trades of sewing and tailoring, all of which instruction, save the working and carpentering classes, contributes directly to their support while in school. 2nd, the Indian girls, whose industrial training is purely educational. 3d, the colored boys, as employed in the Household Department, where self-support is the meed of labor. 4th, the instruction, both technical and practical, of boys, (chiefly Indian) in the Technical Training Shops, and 5th, the Farm and Trade Shops, where boys of both races learn useful trades and become wage-earners and produce work which has a market value.

COLORED GIRLS' INDUSTRIES.

The roll at the opening of the school year showed a total of 223 colored girls, under the charge and supervision of Miss Elizabeth Clark, Lady Principal. As we know, each of these girls must in great part support herself by her own efforts while in school. Many of the new comers have already had such a degree of domestic training that they can make themselves immediately useful in some branch of the Women's Industrial Department and so enter upon their Normal School duties with no anxiety about the future. But by far the majority have no such training and must be put to work where their labor will most avail, and even the multifarious duties of the large Household Department can hardly supply the demand for employment. While there is much work that necessarily falls to the boys, as cooking and waiting, still there is plenty to keep 137 girls busily employed. Of this number about 50 have charge of teachers' rooms for which 50 cents per week is paid, and 79 day girls wash dishes and set tables in the students' dining rooms, receiving 9 cents an hour for this service, or \$2.70 per month. The girls are expected to keep their own rooms and personal possessions in good order. Regular teachers' inspections occur every Sunday morning, and unexpected visits may take place

at any time. Other household duties include the sweeping and cleaning of the halls, staircases and assembly rooms of Virginia Hall, the Girls' Cottage and the buildings exclusively occupied by teachers. Many of these girls become skilled in the various branches of housework and often find places in the North during the summer, where they get change of air and are enabled to lay by money to help them along with the next school year.

The Students' Laundry, where Miss Woodward presides, keeps a staff of 27 regular workers, night school girls, besides a detail of 65 girls from the Normal School, who work one day in each week, according to their classes. One boy from the engineering department, a night student, runs the laundry engine, and a Normal School boy works one day and a half a week; — pressed in here and tolerated among the girls. The day girls do the ironing and the regular work girls the washing. This department does all the laundry work of six hundred students, only excepting that of the Indian girls. The Laundry with its three steam washing machines, mangling machine, and numerous stationary tubs, its ironing room, drying room and sorting room, is a hive where there are no drones. The work girls are credited \$15 a month : \$10 goes toward their board and \$5 to their credit for the next year. The Normal School girls earn 50 cents a day. The weekly average of pieces washed and ironed in the Students' Laundry is 9,000, including bed and table linen and towels.

The Teachers' Home Laundry is under the charge of Miss Mabel Woodward, who has 7 girls from the night school, working regularly and a detail of 20 day girls from different classes in the Normal School, each 1 day in the week. Here the washing is done for about 80 persons, teachers and officers. One work boy is in attendance for a few hours on Mondays. All the girls receive the same pay as in the Students' Laundry.

The Sewing and Tailoring Department, under the efficient direction of Miss M. T. Galpin, with Miss Williamson, assistant, has employed since October, 1891, a working staff of 29 girls and 4 boys, all night school students. There is a detail of 48 girls from the Normal School, who work 2 days in the week, coming in the order assigned to their respective classes, and two Indian girls who work half days throughout the week. These are employed in learning tailoring, shirt-making, dress-making, besides making all the house furnishings and doing the School mending for about four hundred boys.

Miss Galpin's report of the work during the year, from April 1st, '91, to April 1st, '92, is,

Uniform suits,	286
Work suits,	293
Overalls,	198
Summer coats and Waiters' jackets,	168
Shirts,	1282
Miscellaneous articles,	2527

David Kanuha, a Hawaiian student, as head tailor has done very well in his trade and has instructed the boys in draughting from Butterick's scale.

Not the least important feature in this department is the boys' mending. The laundry mending of 400 boys comes in on Tuesday and is kept till Friday. Then on Saturday the Janitors bring the Cottage mending, as it is called; coats, trowsers, etc., everything which active, careless boys are apt to rend and tear. Those in charge think that this work has been better done this year than ever before; they point with pride to some exceedingly good darning and patching, and ladies are often asked in to give a word of criticism and encouragement. Miss Galpin says, "I can but feel that many of our girls are going out from here to be real helpers in this busy world, and I have tried to impress it upon them that they must be ready to do whatever comes to hand and be quick and helpful at all times."

The numbers have kept up well during the year, only one girl having left the Work Class to enter the Normal School Junior Class.

The girls are willing and industrious and rapidly gain skill under the excellent instruction of Miss Williamson whose willing and efficient labors and quiet influence in directing and teaching her pupils, make her a most valuable assistant to the earnest and conscientious head of this important branch of the girls' industries.

Four of the staff of work girls are employed in the Dress-making Department under Mrs. Mitchell. They are learning their trade. Two have worked for two years and will finish this summer. They earn about 75 cents a day. Mrs. Mitchell gives lessons in draughting from Rood's Magic Scale to all the Senior girls that desire it; they in this way learn to make their own dresses. Their teachers notice the effect of this instruction in the improved fit of the dresses and the increased attention to the effect of lines, figures, stripes, etc.

In a pleasant little cottage, the Girls' Holly Tree Inn, Miss Julia Williamson gives lessons in cookery to 24 colored girls who come to her in four classes, each 1 day in the week for 2 hours at a time. Here they learn to bake and roast and broil and stew, and make many savory dishes. The teaching is simple and thorough. The utmost economy of provision and neatness of preparation and service is insisted upon and lessons of domestic thrift learned here cannot fail to be of lasting benefit. The cakes, biscuits, and puddings made by the night school girl in charge of the Holly Tree Inn, for its patrons, and sold to hungry, merry girls at moderate prices, go far to cover the cost of the materials.

The Carpentering Classes under Miss Park in the Primary Technical Department, described elsewhere, give the girls a knowledge of the use of tools which will be very useful to them in out of the way places where their comfort will largely depend upon their ability to make and repair simple

articles for their own use. Twenty girls in classes have worked in this course during the winter and have learned to use saw and plane and auger with decided dexterity.

The Girls' Garden will give pleasant employment to 40 night school girls who will have the charge of 20 square flower beds. Under the direction of Miss Lowe, they will raise simple, easily cultivated flowers for their own enjoyment, working in odds and ends of time which can be spared from their regular occupations. No attempt will be made this year to raise vegetables.

At the Whittier School, where 300 little ones receive primary instruction, the cooking class, taught by Miss Howe, began its second year's work on the first of November. Owing to lack of funds it was possible to have but one class a week instead of three as last year, so twelve girls were appointed, increasing the former number by four. The girls vary in age from ten to eighteen and take hold of the work well, showing their interest by trying various receipts at home and reporting to the class the degree of success attained. Miss Howe says, "Our aim is to teach only very simple cooking which will prove of practical use to them in their homes. There is great need of such teaching for the young people now growing up here and it can be met only in a very small degree by one class. To obtain results that will count, there should be more classes formed and each class should have at least two lessons a week."

A small donation which has recently been received from Miss Emily Huntington of New York, who introduced the work here and through whom it is still supported, will enable the present class to have two lessons a week for the remainder of the year.

INDIAN GIRLS' INDUSTRIES.

"Winona Lodge" has thirty-seven Indian girls under the care of Miss J. E. Richards. Here the industrial training is chiefly educational, rather than remunerative, and is conducted under the supervision of Mrs. Lucy A. Seymour, Miss Townsend and Miss Washington.

Each Indian girl does her own sewing, washing and mending, scrubs and sweeps her own room and takes care of all her personal belongings. The care of the halls and corridors is allotted among the girls and the spacious assembly hall and chapel of Winona, tastefully decorated with hanging baskets of vines and ferns in the windows and wreathed with green garlands at Christmas, are kept neat and orderly by their willing hands.

They take care of the teachers' rooms and for so doing are paid a small sum, and they also receive a small allowance out of the Government money to teach them the careful use of money for themselves. This allowance varies ac-

cording to the willingness and ability they show in household duties; and negligence in the care of clothing which involves loss, must be made good from this sum. Winona Laundry is a busy scene on the days when, by "tens" the girls are washing and ironing, merrily singing and talking while Miss Washington superintends their work. They exhibit their simple print dresses and spotless underwear, made as well as washed and ironed by their own hands, with pardonable pride. It is a pleasant sight to watch them choosing their new spring gowns from an assortment of bright colored percales just received for their use. Each girl is allowed two new dresses, though some have decided to take the value of one in new material for underwear which they are specially desirous of having very nice. Their taste in dress is well guided, for, while allowed to choose what they like, only simple, refined patterns with well contrasted and harmonizing colors are provided, and no choice can go astray. Over sixty dresses will be made up this spring under Mrs. Seymour's direction, by the nimble fingers of her pupils, who are taught to cut and fit with dexterity and rapidity.

In one of the cottages on the "Indian Reservation" Miss Washington superintends cooking classes, where the object is to teach the girls to make the most out of very plain and simple materials. Having in view their return to conditions of life where household appliances are few and means small, they are given the sum of fifty cents a week out of which three suppers must be provided each week for three girls and their teacher. They are now learning to cook dinners, and so have sometimes sixty to seventy cents given for this purpose. Milk, flour and fuel are given by the School. In the little three room cottages, the girls meet for their lessons in fire making, table setting, dish washing, etc. Not the least important is the responsibility of each girl for her own supper, the entertainment of her guest and presiding at the table. Difficult as it may appear to provide variety with this small sum, the girls succeed very well. Muffins, corn bread, oatmeal, eggs in various forms, hash, codfish, potatoes in different ways, make up a sufficiently varied bill of fare. They even make nice little pats of butter of their own churning, worked out in the churn made by one of the Indian boys. To the boys' skill in wood working they also owe their rolling pin. They keep their household accounts carefully and are very proud of their success in uniting comfort with economy. The Indian girls are also members of the regular school cooking classes under the charge of Miss Williamson, who has fourteen Indian girls, divided into three classes, under her instruction at the girls' Holly Tree Inn. An Indian woman must also know how to drive a nail in the right place and to hit it squarely on the head. She should be able to make a box, a table, a bookshelf, if she wants to have her Hampton surroundings about

her; she must know how to put in a pane of glass, for she lives in a tepee no longer, and if the men are off "rounding up" or in the fields at work, she must attend to domestic repairs. So Miss Parke instructs five classes of five Indian girls each in the simple rudiments of the carpenter's trade, as elsewhere mentioned.

COLORED BOYS, 430.

The roll of colored boys gives 430 as the regular force for the year—a total, with 223 girls, of 653 colored students, boarders in the School and attending either day or night classes.

The duties of the Household Department which devolve upon the boys are in the Students' Boarding Department and the Teachers' Home, which come next on our list.

In the Students' Boarding Department, under the supervision of Mrs. A. H. Titlow, provision is made for a small army of over 600 students. Thirty-three tables are daily spread with abundant though simple food. While the question of expense must be strictly regarded, the aim is to provide as much variety as possible. Any reasonable suggestion of change is complied with, and the students understand that their comfort is carefully considered.

In the large, well lighted basement kitchen of Virginia Hall, nine huge steam kettles are constantly sending forth puffs of appetizing odors. Soup, broth, meat and vegetables are cooked in the great standing kettles, while hogsheads alone suffice to hold the potatoes and other vegetables when ready pared and sliced for dinner, and the students' fondness for "hash" may be measured by the gigantic hash and vegetable cutter which takes two boys to work it. Two large brick ovens do the baking, together with the Reid oven in which 600 lbs. of beef are cooked for the students' Sunday dinner.

Beside the main Dining Room which seats the majority of the colored students, there is Macedonia, specially devoted to the work students, exciting the curiosity of all comers by its classical name of mysterious origin, and application. There are also the two Indian dining rooms. Thirty-five waiters from the Normal School manage to discharge the table service with the greatest celerity combined with punctuality at study hours and recitations. Two pantry boys have charge of the sweeping and putting the dining rooms in order after each meal when the dishes have been washed by the seventy-nine girls, specially detailed for this purpose.

The Special Diet Department is under the charge of Miss Judson, and here all students who are weak, ailing, and whose appetites do not relish their usual robust fare are sent by the doctor for a term of weeks or months as the case may be. More than twenty-five Indian boys and girls take one or more meals here every day. There are two tables, one for girls, the other for boys, seating respectively sixteen and

twenty-five. Two girls from the Night School are here every day and one boy waiter from the Normal School two days in the week. They serve the tables and carry out meals to the different buildings. During the month of February, when la grippe reigned supreme, 3,886 meals were sent out to the hospitals and dormitories.

The Teachers' Home, under the superintendence of Mrs. Gore and Miss Thorn, has its own kitchen and dining room, where daily provision must be made for a family of 80. The regular force employed includes 9 day school boys who act as waiters, coming in only at meals, and 10 night students. These latter are on duty all day from 6 a. m., and usually have a recess of two hours in the afternoon, 2 days each week: 4 are employed in the pantry and 2 in the dining room as carver and assistant; and the other 4 are cooks, one being head waiter and always holding his position for a year.

No regular help is employed from outside in the Teachers' Home. An occasional woman for house cleaning, but Normal School boys do much of that on their work days, attending to halls, stairways, windows, etc. The care of teachers' rooms devolves upon fifty girls, the few gentlemen being cared for by boys, and the pay, \$2 a month, is charged to the T. H. labor bill.

The Teachers' Home draws its supply of vegetables and fruit directly from the farm and is charged a fair market price, often obtaining poultry and eggs from the same source. The Girls' Garden also supplied vegetables during the past season. All these facts, the student labor, etc., tend to make the showing of figures seem large. If servants were hired and all provisions purchased outside, the figures would be much smaller, but they would represent hard cash, whereas now, but a small part is actual outlay of money. The tale of one barrel of flour in 5 days seems insignificant as compared with the students' kitchen, where the entire contents of a barrel are consumed in one baking of 85 to 100 loaves, and not less than 3 bags of cornmeal will suffice for the cornbread, which is served to these hungry workers twice a day. Eighteen gallons of milk daily come to this department for which is charged 25 cts. a gallon. What is not used goes to the student's breakfast.

The most rigid economy is practiced in this spacious, well-equipped kitchen as well as in the Students' Dept., where cooking is done on a larger scale. The boys are willing, efficient workers under capable direction. They learn, valuable habits of promptness and regularity and are taught to prepare wholesome, nourishing food in sufficient variety and attractiveness to tempt tired, hard working people. Every scrap is utilized to its full extent and it seems difficult to find a loop-hole of waste where want can possibly creep in.

The Boys' Holly Tree Inn, where the boys go for a quiet, pleasant half hour to enjoy a little change of scene and a friendly bit and sup together, keeps three boys on duty: 2 as waiters, from the day and night classes, respectively, and an ex-student as cook.

INDIAN BOYS, 91.

The Indian boys are given very thorough technical instruction in the use of carpenters', wheelwrights' and blacksmiths' tools, in order that they may be able to make and repair everything that their knowledge of civilized life will make essential on their return home, where at a distance from towns they will be thrown on their own skill and resources. Each Indian boy receives this technical outfit. He may then choose any trade that he prefers and pursue it in the Training Shops and other departments, or he may take the course in agriculture.

The number of Indian boys enrolled on the 1st of November, was 91; which, with the 37 Indian girls makes a total of 128 Indian pupils.

TRAINING SHOPS.

Under this head fall the Harness Shop, Shoe Shop, Paint Shop and Tin Shop.

The Harness Shop is under the charge of Mr. Wm. H. Gaddis, now foreman in the very place where he learned his trade. He employs 6 Indians and 3 colored boys. Of the Indians, 3 are half-day boys, working one half of every day, while three work 2 days in the week. Of the colored students, 2 are regular apprentices on full time, attending Night School, and the other is in the Normal School and works 2 days in the week. The fine work produced by this shop during the year has been 4 sets of double, 6 of single brass and nickel mounted express harness, to the order of Mr. John Wanamaker, of Philadelphia.

In addition to this, the shop has produced on private orders from Washington and the Sandwich Islands, 1 set of double carriage harness and 3 sets of good buggy harness, besides 10 sets of common buggy harness. It has also done a reasonable amount of repair work and carriage trimming.

A new feature in this department is the stitching class of colored boys, which meets one night in each week to learn to stitch leather. It was opened in December with three members, but is now reduced to one, though Mr. Gaddis hopes for a speedy increase of numbers. He says that the difficulty in this department is to get enough work for the beginners. There is plenty for the advanced boys to do.

The Shoe Shop, under the charge of Mr. J. E. Smith, foreman, a former student who learned his trade in the shop,

employs 5 Indian boys and 8 colored students. Of the Indians, 3 work 6 half days in the week, and 2 work two full days, while of the colored boys, 6 are regular apprentices, attending the night classes, and 2 Normal School students work two days each week. Of the latter, one has learned his trade and is a competent workman.

The shop has made since June 1st, '91, 1,060 pairs of shoes and has repaired 3,090 pairs for the students and officers, besides doing a great deal of new and repair work on outside orders. The work is of good quality and the boys are interested and diligent.

The Paint Shop, under Mr. J. F. La Crosse, foreman, employs 6 Indians on half time, 8 Indians, 2 days each week, and 3 colored students, 2 on full time and 1 working 2 days a week. All the new work that is made in the "farm shops," is finished here as well as what comes from the H. I. Works and the Huntington Annex. The sash glazing on special lots of sash made by the H. I. Works, as well as stock lots, is done here in the sash house where formerly instruction in bricklaying was given for one year only. The need for instruction in plastering and bricklaying seems important, but it has been necessarily abandoned for the present. All the kalsomining, paper hanging, varnishing new furniture and upholstering necessary for the School, has been done by this department. The Wheelbarrow Shop contains barrows and wheels of brilliant colors, undergoing treatment, as the first step towards carriage painting. In the storehouse are a farm wagon and 3 grocery wagons, painted by the boys of this shop. The stripes on one grocery wagon are done as by an expert and are the work of the colored day student. The Indian boys are steady workers, and will make good mechanics. All do well. "Regular as an eight day clock," says Mr. La Crosse, of one; "he takes instruction and profits by it."

A carriage body, in process of restoration, is intended when finished, for exhibition of the skill of these young knights of the brush. The process of "rough stuffing" and subsequent applications of ivory black and flowing-body varnish was fluently explained until the mystery of high city charges for repainting coupés and dog carts was solved to the edified hearer.

The Tin Shop, under Mr. E. E. Woodward, Foreman, has had since Oct. 1st, 2 colored students on regular work; one is a night student and works every day; receiving \$10 a month; the second has finished his 3 years' apprenticeship, taught his Middle year, and is now a Senior, working 2 days a week at his trade. He receives a \$1.25 a day. One Indian, who worked well all through the summer, having resumed his studies in the Normal School, Oct. 1st, and being Janitor of the Wigwam, works in the shop on and off, as his duties permit. There is constant repair work to be done for the School, and all the tin ware of the household is here made as good as new.

The force of students under instruction in the Tin Shop is smaller than for some years past. There has not been so much demand for student labor, no new buildings having been put up recently. During the summer, 2 Indians worked with 3 white outside hands under the direction of Mr. Woodward, and when the Indians dropped out on Oct. 1st, for the Normal School, the 2 colored boys now employed took up the work with excellent results.

The work on the School buildings during the year has comprised roofing the Rose and Hemenway cottages, 2,200 ft. of roofing for the H. I. Works, and hot air piping for the Saw Mill; tinning the roof of the Students' Laundry and connections, 1,900 ft. of roofing on the bone house, 2,500 ft. on the boiler house of Engineering Dept., tin roofing the new slaughter house and 1,600 ft. of roofing for an outside order in the vicinity.

The Knitting Room, under the direction of Mr. F. N. Gilman, the Treasurer of the School, is directly superintended by Mr. Edward Jones, foreman, and employs 11 colored boys. Of these, 4 are night students working on full time, 1 works one-half of each day and goes to day and night classes, being in the Pastors' Class, and 6 are Normal School students who work 2 days each week.

This department knits mittens entirely and works on contract for Pratt & Co. of Phila. The daily tale, when the whole working force is on duty, is 40 dozens, and the average make in a year about 10,000 dozens. Yarn is supplied, and the School furnishes machines and labor for its share. The work is paid by the piece, and a good worker can make $3\frac{1}{2}$ dozens a day, which nets him 80 cts., thus making his \$20 a month, \$10 of which pays his board, the rest going to his credit, and forming an entering fund for the Normal School at the expiration of his first year's labor, when two days' work a week must suffice him.

This branch of work has been established for the purpose of giving remunerative labor to the unskilled hands who apply for admission to the School, and for whom there is no room in the already over-stocked shops, where others are learning the trades.

When the mittens come from the machines, they have to be finished and packed, and this work is done by outside girls. They receive only 5 cts. a dozen. It has been decided that this does not pay enough for girls who intend to enter the Normal School. In one year's working, they could not make enough to lay by the necessary balance. No school girls have been employed as knitters in 3 years.

The Printing Office, in charge of Mr. C. W. Betts, employs 9 colored students, 6 Indians, and an outside working force of 5 colored graduates and ex-students, and 5 white assistants. The office had a white foreman last year, but, this year, has been running without any foreman at all, and

has accomplished about as much. The work has varied little from the last report; there has been some local competition, but the results on the whole have been satisfactory. The Visitors' Guides to Hampton and the Soldiers' Home are printed here, also the *Home Bulletin*, which is largely sold on the newstands of Old Point and Hampton. The *William and Mary College bi-monthly* is issued in very good style. The office does a great deal of general mercantile printing, all the bills of fare for the Hygeia Hotel and much miscellaneous work, besides the regular printing of the *Southern Workman and Hampton School Record*."

The colored students are on apprenticeships of 4 years, and earn \$10 a month the first year, \$12 the second, \$14 the next and \$17 the last. The Indians are paid from 25 cents to 75 cents a day according to their ability.

The regular apprentices, in addition to their pay which is credited, are allowed 25 cents a month in cash from the department, if their work is satisfactory. This allowance is increased to a dollar at the holiday season. Two of the outside hands are girl graduates; one, a piece hand who works at the case, making good wages and supporting her family by her earnings.

The demand for skilled and competent printers seems to be on the increase. Mr. Betts has had applications from at least 4 different parties for men competent to take charge of offices. He had none whom he could spare that were far enough advanced. When apprentices go out at the end of 4 years, they are thoroughly qualified. This office gives no technical, amateur training, but makes regular printers who are all the time doing the work of a first class printing office. The Indians come in only two days a week, to gain a knowledge of plain type setting. The exception in favor of technical training is made with them because they have not been accustomed to such close confinement. Two Indians who learned the rudiments of the trade here are now working in the Cambridge Press, and several who left here with but little knowledge, have gone into small offices out West. Thomas Mann, a colored graduate is at the head of the Printing Dept. of the Tuskegee Normal School. The writer met him there as well as several other Hampton graduates, who, as teachers and in charge of various industrial departments, reflect great credit upon their Alma Mater. Principal Washington speaks of his head printer in the highest terms. He is pushing and energetic, and the work of the office is so well done that it commands a great deal of outside, custom.

The Hampton Press has stood upon its own basis, and has received little assistance from outside contributions. The first plant was directly from the School fund, but most of the type and other material are renewed out of the proceeds of the office. There has never been any specific contribution towards it save \$500 from an unknown, yet well-known hand, for the big press. The demand for miscella-

neous printing requires constant renewal of body type, though the office does not dispose of even its partially worn type according to the suggestion of a "Boston girl," who asked what we did with our type after we had used it once, "did we throw it away?" We would indeed like to pass it on to poorer offices that sorely need it, but our resources do not justify such beneficence.

It is the aim of the School, as an Agricultural College, receiving aid from the State and from the National Government, to provide ample facilities for the study of practical and experimental agriculture.

The actual labor on the farms under competent superintendence covers the first head, and regular instruction in the lecture room with experimental demonstration in the open air are intended to embrace the second.

Mr. J. W. Hatch, of the Maine State College, has had charge of this latter department since January, 1891. During the past winter, forty minute weekly lectures have been given to a class of about 40 Seniors in the Normal School, and three Seniors who could spare the time have met their teacher on Monday afternoons for general talks on Agricultural science and some instruction in special lines of work. This is apart from the practical training received by the boys regularly employed in farm labor.

Lectures on agricultural science have been delivered during the year at the Gloucester Agricultural and Industrial School, Cappahosic, Gloucester Co., Va., and there has been a class under instruction in the Indian department of Hampton School.

Last year tri-weekly lectures were given to 150 Seniors and Middlers, and efforts will be made during the coming year to increase the working power and efficiency of this department. The lectures this winter have dwelt upon elementary geology, formation of soils and plant-growth, but from thence is a far cry to agricultural science. And it would seem that for an intending farmer who ought to become as intelligently versed in the principles as well as the actual working of his craft, one period a day during the whole of the Senior year would not be at all too much to devote to the science of land-tillage whose dignity and importance needs greatly to be magnified in the sight of those who are too apt to consider the farmer's life a mere make-shift only to be chosen where ability for trades is wanting.

The Negro's social instincts draw him to manufacturing centres, where a trade will bring him ample support, and he is prone to regard agriculture as a reversion to former conditions of poverty and depressing labor among the ignorant and degraded of his own people, while the Indian, both by nature and tradition is averse to the tilling of the soil, and he quickly feels the strain of long continued, arduous labor in this as in other occupations.

Both these races need to be imbued with an intelligent knowledge and appreciation of the true worth of this much despised calling; need to be taught that the greatness of the land depends as much upon the intelligence of its farmers as on the wisdom of its statesmen, that to rule well and work well, a man must be fed well, and that he who sows a crop by brains reaps a double harvest. They must learn to see the wonders working by day and night in the world around them, and to feel that the man who walks close to nature in daily reverent striving to learn her secrets and obey her laws, shall inherit "the precious fruits brought forth by the sun, the precious things of the earth and the fulness thereof." Thus they will learn lessons of wisdom and gain stores of health and strength, which will be even as abundant a harvest as that which their willing arms have wrested from the soil which their careful labor has made a fruitful land.

To this end have been and will be directed the efforts of Hampton in this branch of teaching and the pupils are taught to realize that the good old days when Adam delved and Eve span, will now as then make the true gentleman.

The Greenhouse, under the charge of Mr. Hatch, employs one regular work student, who is detached from the day school and is doing his Middle year work in the Night School.

New stands with slate bottoms have been put in this year and the Greenhouse stock has been largely increased. The two large glass houses are filled with blossoming plants; great stands of pink begonias, heliotropes and Bermuda lilies greeted the Easter season. The sales during the month of March, exceeded the total of either of the two preceding years, amounting to \$223. This, it is calculated, will bring the receipts of the Greenhouse within the neighborhood of \$600 for the year. Cut flowers are sold largely to visitors and from \$10. to \$12. a week has been made in this way on the pier at Old Point, the monopoly of a Washington florist forbidding sales inside the Hygeia Hotel. Last summer, double blue and white violets were set out in larger quantity than ever before and have flowered finely; 2,000 plants were sold before Christmas. During the height of their bloom the violets picked for sale have averaged from 2,000 to 3,000, sometimes 4,000 a week. They are shipped to florists in Norfolk and Portsmouth and also sold by retail. The sale of plants, vegetables, etc., started by the Greenhouse, is also an important item.

The Home Farm, under the direction of Mr. Howe, is in charge of two graduate foremen, Mr. Geo. Davis and Mr. John Evans. The former is farm assistant and has general supervision of the Indian boys. This farm employs fifteen colored students that work all the year and attend Night School and a detail from the Normal School of twenty-five colored and twenty-two Indian boys. The colored students

are divided into five squads, each having a regular work day, while the Indians work half a day and attend school the other half. The Hemenway Farm, four and a half miles distant, is worked by nine students, under direction of J. C. Jourdan, a graduate, who is also the Night School teacher of the boys employed on this farm.

Mr. Howe reports very good crops for last year on both farms, the loss of nine fine three year old colts on the Home farm, from spinal meningitis, being the chief discouragement. The Home farm has in twelve acres of Irish potatoes, five of cabbage and onions, seven acres of early peas, seven of sweet potatoes, eight of oats, four of peas and oats for soiling cattle, seventeen of oats seeded to clover and red top, twenty-four of clover and orchard grass, ten of corn, six of fodder corn, two of kale and spinach and the balance of 110 acres in orchards, small fruits and vegetables of all kinds. The students gain here a practical knowledge of the raising and care of garden vegetables and general farm work. After early potatoes, peas, etc., have been gathered, fodder corn for ensilage follows, to fill two tubs of 150 tons each. By this supply fifty head of cattle can be carried over with one feed of hay each day.

The new slaughter house, asked for last year, and built through the generosity of Mr. George Foster Peabody, one of the School trustees, is very convenient, having in connection with it two steam kettles for rendering tallow and boiling bones—bone dust is used as a fertilizer on this and the Hemenway farm—and over thirty tons of bones have been ground for this purpose.

The Hemenway Farm reports the spring sowing as 110 acres of corn, 100 acres of grass and clover, ninety-eight of oats, six of garden vegetables, twenty-four acres of poor land sowed with cow peas to be turned under to improve the land and the balance of the 550 acres in pasture. The grain and hay is fed to stock on the place except what is sold to the Normal School farm. The farm is steadily improving in productiveness. It is divided into five fields or "cuts," for rotation of crops and the aim is to get each to grow good grass.

The total amount of stock on both consists of fifty-two horses, mules and colts; eighty-four cattle and young stock; 100 sheep and lambs, 175 hogs and pigs, and about 200 fowls, turkeys, geese, ducks and chickens.

The Farm Wheelwright and Blacksmith Shops under the Farm superintendence, are managed by two competent foremen, Mr. Corson and Mr. Milton, the latter a graduate. In these shops, an average of eighteen boys has been employed during the winter. Thirteen night students work ten hours a day and all the Indians work half days each week save one boy who takes but two work days. The average payment by the hour is six cents. Much of the work is made on order and if occasionally a little is made for stock it does not remain long.

Twenty-four pairs of cart wheels, sixteen new farm carts, six top market wagons, one dairy wagon, one platform spring, three ton, truck de'ivery wagon, and one spring dray have been made and sold at good prices, and one more of the latter vehicles is being made on order. For the spring trade there is a good supply on hand; besides twenty-six pairs of cart wheels, there are seven new market wagons and eight farm carts. In fine work, two buggies, and two light driving wagons in antique oak, are nearly finished. The fine oak cart, on exhibition in Marshall Hall, was made for the Richmond Exposition last October. The Shops are very busy in summer on repair work; in this line seven new cart bodies have been made. In winter the work is mainly in new stock for orders.

In the Blacksmith shop, under Mr. Milton, all the horse-shoeing and the repair work necessary for the two farms is done with a generous supply of outside custom. Work in these shops was never more satisfactory, and all are doing well and showing great interest in their trades.

The Engineering Department, under the supervision of Mr. G. Vaiden, furnishes power for the Huntington Industrial Works, Pierce Machine Shop, Printing Office. Gas Works. Laundry engine, and supplies steam heat to all the School buildings. The plant consists of four upright, three horizontal and two water tube boilers. The latter two are of fine make and the supervisor desires to do away with Nos. 2 and 3 of the upright boilers and to substitute a battery of B. and W. boilers, which are expensive but well worth their price in the end.

Nine colored Night School students are employed by this department and sixteen outside hands, of whom one is an ex-student. Three students are allotted to the general repair work, including steam, water and gas. Two students take charge of the fine engines, Mr. Huntington's gift to the Works which bear his name.

One student works as stoker in the fire room. Here are employed four outside men by day and two by night, in wheeling loads of sawdust and slabs. By day, five outside men are employed as firemen and during the winter months four are on duty at night, making a total of nine outside day hands and six outside night hands, including the "rollers" of fuel. To this must be added the ex-student who works about half a day, sometimes six to seven hours, being on duty elsewhere on the grounds. Mr. Vaiden is trying to work in a mechanical stoker for feeding the fires, to obviate the necessity of so much outside labor; he feels that much of the outside assistance, at present necessary, could be dispensed with if he could secure this machine, also the services of two or three more good working boys.

The Mill supplies slabs and sawdust to the fires of the Engineering Department, which for this food provision returns the motive power of the Huntington Industrial Works,

a system of give and take in which neither party remains the debtor and there is the minimum of waste and greatest economy of resources. When there is an abundant supply from the Mill, the furnaces need not use an ounce of coal.

There are two rooms for the storage of surplus sawdust, and when the stock of slabs runs short, there is a ten to twelve days supply of light fuel from this magazine. Yet even with this, there has been a great scarcity in the Mill supply this winter, owing to the detention of rafts through stress of weather, and much coal has been used in consequence.

The Gas House, belonging to this department, employs two boys and two outside hands. Here they attend to making gas, pumping water into tanks, making soap for laundry use, etc. The laundry engine requires the constant services of one night student.

The regular and general repair work has been done this winter. Changes which may extend through a year or two are planned for the steam heating apparatus.

The work of the *Pierce Machine Shop*, Mr. E. O. Goodridge, Superintendent, may be divided into 3 classes: 1st, Rough jobs of filing and chipping, and general instruction in the use and care of hand tools, including the use of the machines of the shop. 2nd, Drill work,—cast iron, wrought iron and steel drilling, counter suckings, reaming and tapering holes. Lathe work, making plain shafts, threadings of all kinds on steel and iron and tempering taps and dies. 3rd, Planer work,—all the flat working bearings of machines, such as lathes, tenoning machines, boring machines and any of the machines found in the shops.

On the first floor 6 colored boys are employed, all regular apprentices, night school students. Each boy has the care of the engine for a time during his course. During the past year some very good work has been done in making taps and dies, reamers, &c. The repair work on the School engines has given the boys a remarkably good chance of practical instruction by which they have profited.

An intelligent student who has nearly learned his trade said to the writer: "When anything is broken in the shop or is brought in for repairs, Mr. Goodridge makes a drawing of it as it should be, and if it is composed of different pieces, he draws all the pieces and then the whole, so the boys can understand how to make it. We have to learn the language of the pen."

All the steam, gas and water piping of the many buildings has hitherto been put in and kept in repair by the boys of the Machine Shop, but now the Engineering Department has taken up this branch of work.

On the second floor, called the Carpenter shop, the manufacture of wheelbarrows and trucks has been continued. It has employed during the year 7 Indians and 1 colored boy, besides 3 regular outside white hands. 3 Indians work half

days of every day. 2 work two days each week and two work every day as does also the colored student. The two Indians, New York Oneidas, who are on hand every day, are working their way through and receive no government aid. They are thoroughly learning their trade and receive 75 cents a day, the same as work students. Last year, a brother of one of these worked at lathe turning, and the instruction he received was the basis of the knowledge which has gained him his present excellent position in the Edison General Electric Co., at Schenectady, where he is employed on lathe work in the pattern room. Another ex-Indian student learned while he was here to make wheels as well as any journeyman and did a full man's work.

Any of the articles produced by the boys could be bought more cheaply than they can be made, but this work is all for the sake of their thorough technical and practical instruction. The work on trucks and barrows gives a knowledge of hand and machine labor on wood and affords a greater variety of practical training than any other single department, giving also to the boys of the paint shop an excellent opportunity, as the painting of wheelbarrows is the first step towards carriage painting. The axles for the trucks are turned and the wheels bored below in the Machine Shop. During the early part of April, 72 baggage trucks, taken from the raw material and completed within the space of one week, were shipped on a New York order for South America and a dozen more are now on hand for Richmond.

The iron work for these useful articles is made in the Blacksmith Shop under the same direction. Here quite a variety of work is done in iron and steel, including all general repair work, rafting gear for logs, wheel tires, wheelbarrow braces, truck work, both new and repair, plough work for the Hampton Manufacturing Co., for export trade, and all the tool work required for the shops.

The Shop has neither facilities nor patterns for constructing a complete plough, but makes all the wrought iron work promptly and satisfactorily. Since Jan. 1st 1892, all the wrought iron fittings for 1,200 ploughs have been made and an order for 1,000 more is in process of completion. These orders may now be expected to bring in considerable profit since a new bending machine has recently been purchased which aids materially in this work and is also of great value in bending the large, heavy truck frames. Another machine most essential to the work is soon expected, the absence of which has been a great drawback to the rapid and economical execution of work, a gigantic trip hammer by means of which one boy can turn out 200 coulters in a day, where it now takes two boys the same time to draw out 20 coulters, working as hard as they can.

This plough work, and in fact all the blacksmithing, is chiefly performed by students who have received their entire training in the work shops of this department. While the

plan has invariably been to utilize all the student labor possible, it is necessary to have skilled workmen on certain difficult parts of the construction. The assistance of these men obviates the liability of putting forth poor work and also enables the department to complete orders rapidly when the purchasers demand it. The scale of pay to outside white hands, is \$2.00 per day and upwards. The bulk of the products of the Pierce Machine Shop, is shipped to Baltimore, Philadelphia and New York commission houses. These firms in turn report to Cuba, South America and Australia.

The students in the Machine Shop as well as all the trade boys have instruction in mechanical drawing from Mr. F. L. Small, a graduate in the course of Mechanical Engineering of the Maine State College. One class, of which 3 colored boys and one Indian are from the Machine Shop, meets him every Saturday morning for 3 hours, and one class in the night school works under his direction for 2 hours every Friday night. After a year's instruction in free hand drawing, they acquire the knowledge of drawing instruments by making five plates of geometrical problems, all of which are given some practical application for the purpose of easily and firmly memorizing. This once thoroughly accomplished, then follows the plan and elevation of points, lines, planes and solids. From this point there is only one way to proceed and that is to specialize the course, making as many sub-divisions as there are trades. For a machinist, the course includes planes, projections and cross sections, first of the simple mechanical constructions, such as valves of different makes and the smaller machines of the shops, then of engines, engine lathes, milling machines, etc. Of this elaborate course, how much can the students really master during their apprenticeship?

In a regular mechanical engineering course, it takes 12 weeks of freehand drawing, working 2 hours a day, 5 days a week and then to accomplish 5 plates of geometrical drawings, 12 weeks more, at 3 hours a day, 5 days a week. The now necessarily limited drawing periods do not enable the students to attain the higher work mapped out for the machinist's course. It would seem well, if possible, to limit the output of production in order to gain at least 2 entire half days for this teaching which should include lectures and demonstrations about machinery.

The Huntington Industrial Works, of which Mr. Albert Howe is Manager and Mr. James Brinson, Superintendent, present a very busy and animated appearance.

The improvements and additions which have been made by the direction and through the generosity of Mr. C. P. Huntington, now enable us to give to the students employed by the Works a complete education in all the modern ways of wood-working, from the sawing of the rough timber from the log, to the complete carpenter and cabinet work. The Works have in their employ 44 night students, who work

every day, and 20 day students who work 2 days each week. All the students are colored. There are 37 outside hands, and of these 31 are colored, 3 of them being ex-students.

The H. I. Works are divided into three departments: 1st, the Saw Mill, where the timber is cut from the log, kiln dried, sorted and piled ready for shipment or local trade. About 20,000 feet of lumber are cut each day. Each of the three drying kilns holds ten car loads of boards. From 8,000 to 10,000 laths are made a day. Within the last year about 5 million feet of North Carolina Pine has been cut. The majority of lumber is shipped on contract to New York. While the Works supply lumber and laths to a good local demand, their largest local customer is Mr. Jacob Heffelfinger, the general lumber dealer in the town of Hampton. This Department has 30 students in regular employ, of whom 20 are night students and 10 are members of the day school. They receive for their work 80 cents per day, and are taught the cutting, turning and edging of lumber, the management of dry kilns and in general the working of a *modern* saw mill.

2d. The Planing Mill. This Department employs 9 students, 6 of whom are night and 3 are day students, working 2 days each week. They are paid 80 cents per day, and are taught the manufacture of ceiling, flooring, mouldings, the dressing of lumber in general and also the grading of lumber by the rules of the North Carolina Lumber Inspection, by which all Pine of this section is sold.

3rd. The Carpentering and Wood-working Department, which employs 25 students, of whom 18 are night students, receiving from 40 to 80 cents per day, and 7 are journeymen, receiving \$1.50 per day. The term of apprenticeship is three years. For the first six months, the boys make their board only; afterwards they are paid by a varying scale according to ability, until, at the end of the third year, they are earning from 80 to 90 cents a day. During the last year of their term, they are given lessons in architectural drawing, one day in each week.

They also receive instruction in drawing up lumber bills and in making house building specifications. The apprentices are taught how to file saws and keep their tools in order and apply them in the execution of general carpenter and cabinet work, scroll carving and turning in all forms. Here are made many kinds of house building material: window sashes, doors, blinds, mantels, mouldings, stairways and interior work in general.

The alterations and improvements lately made at the Works have had a good effect upon the working of the students. They take hold better and seem more desirous of learning, realizing that they are now working in a modern saw mill. If they acquit themselves creditably in their position here, they know that they can fill similar positions in any other mill.

While financially the Works have not done as well as was wished nor as is hoped for in the future, yet the educational results of the year have been better than that of any previous record. The aim is to make men, not money. Yet, of course, the problem is always recurring, "How shall we feed all these mouths in the wilderness?" for the sinews of war must be supplied while these boys are being made into the men we desire to have all our students become.

Within the past twelve months one of our graduates has taken charge of the Industrial Department of the Kentucky State Normal School at Frankfort, becoming a member of its Faculty. This makes three of our graduates who hold positions of this kind, viz: Moses Davis, of the Kentucky State Normal School, John Carter of the Tuskegee, Alabama, State Normal School, and James Randolph, of the Texas State Normal School.

The east end of the addition lately made as mentioned above, is called the Huntington Annex, and is divided into four departments, as follows:

1. The Primary Technical department, Miss Katherine Parke, in charge. Here twenty colored girls and twenty-five Indian girls, and twelve colored boys from the Whittier Primary School are given instruction in the use of carpenters' tools. They are divided into classes, the boys receiving two lessons each week and the girls one.

A box is the first article made, with a cover and hinges complete. The smaller boxes have brass hinges but for the larger the pupils are taught to make leather hinges, to prepare them for life in places where hinges are not to be had for the buying. They learn to stuff and cover these boxes, a kind of simple upholstering knowledge very valuable in their distant homes. The next object made is a small cricket, then book-shelves, tables, screen frames, all useful articles which they are allowed to keep. This is found to stimulate interest and careful work. They learn glazing also. The aim of the teaching is most practical, avoiding all useless or merely ornamental work.

- 2d. The Technical Department, under the charge of Mr. F. L. Small, where are employed 17 students, 15 of whom are Indians. Here they are given instruction in the use and application of tools. This instruction is practically applied in the making of prettily carved souvenirs of cedar wood, for which there is some demand among the visitors at the School. Some very good work has been turned out in the way of tables, screens, frames, etc.

In this department, one colored student has learned his trade and works full time. Of the Indians, 6 work two days in each week, ten hours a day; the others only half a day each day, attending school the other half.

- 3d. The Blacksmith Shop, which, in connection with the Pierce Machine Shop, Mr. E. O. Goodridge in charge, employs 12 students, 5 of them Indians. Here they are

taught welding, and bending iron, making bolts, setting wheel tires and making tools, hammering and tempering steel, and the use of power punch, shears and bending machine.

4th. The Carpenter Repair Shop, in charge of Mr. J. Sugden. Here are employed 16 students, 8 Indian and 8 colored. In this department, the boys are given instruction in general carpenter repair work on buildings and furniture, and also in making new furniture for the School, and outside orders. Chairs, tables, sideboards, library desks, etc., are among the excellent work turned out by this department.

The entire number of students employed by the Huntington Industrial Works, and the Huntington Annex is 176, of whom 118 are colored and 58 Indians.

In conclusion, under the head of miscellaneous labor, may be collected some detail work which brings in direct profit. There are 4 general duty men who handle freight at the School Wharf, 4 boat boys, 2 boys employed at the Hospital, one as janitor and the other as night nurse, 1 girl working under the doctor's direction, 5 night school girls employed all day in cottages belonging to teachers and officers, 10 janitors; 2 Indians at the Wigwam and 8 at the colored boys' dormitories; 1 orderly in the Principal's office, and 2 in the Treasurer's. Three night guards patrol the grounds from 9 p. m. to 6 a. m.; 1 is a night student and the others outside colored men. The four regular day guards are on duty while the students are at meals and prayers, leaving buildings deserted. This is a part of the military duty of the School. On special occasions of holiday entertainments and Commencement, when extra guards are needed, volunteers are called for, who are paid cash for their services.

In the foregoing sketch of the School industries, accuracy in every detail has been the end sought. All departments are open to the closest inspection. The testimony of teacher and pupil agrees. The inquirer gives up the task of investigation, convinced that those who truly endeavor to profit by the advantages here given, and whose faithful work proves their earnestness, cannot fail to become useful and valuable citizens.

SUSAN DE LANCEY VAN RENSSELAER.

Social Life at the School.

When the school breaks up in the middle of June, it seems as if no one were left, but when we get accustomed to the change, we find that there still remains a school of almost three hundred, to be guided and taught through the long summer days. When the heat becomes intense, we take

things more easily and thus find time to become better acquainted.

One great pleasure of a summer day is found in the half-hour after supper, which teachers and students spend on the green. All feel the influence of the lovely scene and no rudeness or roughness mars the peaceful beauty of the hour. Groups of friends gather, sometimes to talk, sometimes to sing, all happy, resting after the labors of the day.

During the summer, the "Tens" hold their meetings as regularly as during term time, and many pleasant surprises and simple pleasures are given by the teachers to their girls.

Every Saturday afternoon the "Chariots" carry two "Tens" with their teachers, to Buckroe Beach. These picnics are the great events of the summer and a vast amount of pleasure is crowded into a few hours. The long pleasant drive to the shore, the exhilarating bath in the surf, the stroll up and down the beach watching the breakers and finding treasures of beautiful stones and shells, and the supper on the sand, all fill these girls so full of happiness that they sing every minute of the homeward drive. These Saturday afternoon excursions are continued until every girl has had a ride and a little time out of sight of school.

Sometime in the latter part of August, a Saturday afternoon holiday is given, when the young men are invited to a party on the lawn in front of Virginia Hall. About three o'clock the guests begin to arrive, and for the next few hours the lawn presents a lively scene. Supper is served out of doors, and by twilight all are tired enough to be ready to go to Evening Prayers.

In September, there being no "Night School," the Library is a favorite resort for those young men who are fond of reading, while those who prefer checkers, dominoes and other games, find the cheerful Y. M. C. A. rooms in Marshall Hall very attractive.

When school begins, the first of October, on every side one hears pleasant words of greeting; while there are homesick faces among the new arrivals, still there is such a spirit of kindness among the students, that the new ones soon begin to feel at home, as they learn the ways of the school.

As soon as possible last October, the Circles were re-organized, and during the term these little bands of ten girls with their teacher have met regularly once a week for work and again on Sunday for a quiet talk or Bible reading. Every girl in the school belongs to a "Ten" and many pleasant friendships are thus formed and much silent influence for good exerted in this freer intercourse between teacher and pupil.

Until Christmas all the "Tens" were busy preparing Christmas boxes, to be sent to students and graduates who are teaching in the South and West. As we are dependent on the boxes and barrels sent us by our kind northern friends for the materials for these boxes, it requires a good deal of ingenuity to turn everything to the best advantage, but while

doing this, useful lessons in thrift and economy are being learned. The "Tens" are always ready to "lend a hand" and to help wherever they are needed.

Early this term, a Social Gathering was held in the Gymnasium, for the purpose of getting acquainted. Every one wore his or her name plainly written on a piece of paper and pinned on in a conspicuous place. This created a great deal of amusement and helped all to pass a very pleasant evening.

On the first Saturday of every month, the Temperance Society gives a musical entertainment, either in Virginia Hall Chapel or in Academic Assembly Room. If at the former place, all the girls are allowed to have escorts, but if at the latter, only Senior and Middle girls have that privilege. Very sociable times are these meetings, and the walk between Virginia Hall and Academic, although but a short one, is lengthened as much as possible by a slow and dignified pace.

Other Saturday nights are filled by little companies in various available places.

Let us make a tour of the grounds on one of these Saturday evenings.

In Academic, we find two colored Debating Societies, each intensely interested in arguing on some important question of the day. In Science Building, we will visit a brightly lighted room, where several teachers are entertaining Co. E. of the Battalion. A lively crowd it is, when off duty, ready to enter heartily into the games proposed. We must not be enticed into too long a stay, but must haste to the Industrial Room. Here we find a "Ten" entertaining a Sunday School Class of boys. When we enter, most of them are hilarious over a game of bean bags, while a few are busily popping corn over the gas stoves for refreshments to be offered to the guests, later on in the evening. We decline the urgent invitation to stay, for we wish to visit the Reading Room of the Library, the Y. M. C. A. Room in Marshall Hall, the Recreation Room, where two Sunday School Classes have been invited to meet their teachers, and Winona, where the Indian Debating Society is holding a public debate on the question 'Resolved, That steamboats are more useful to this country than steam-cars.' We become so interested in the discussion of this question, that we stay, until, to our surprise, we hear the first retiring bell ring and realize that we have lost our chance of going to several other parties to which we had received invitations. We find ourselves pretty tired with our evening's round of pleasure, but not too much so to listen with a great deal of enjoyment to a serenade under our windows, given by the "Boys of '91", a club of very sweet singers.

Many of the Saturday evenings throughout the term are spent in the way that has been described and these little parties are the most enjoyable, and the most profitable of all our social gathering.

Our last Thanksgiving day, although cloudy and dark, was

pleasantly filled by the usual Thanksgiving Service in the morning, by an entertainment in the afternoon prepared and given by the students, and by a "Social" in the Gymnasium in the evening.

An unusually good dinner helped to put every one in excellent spirits, notwithstanding that the storm prevented the usual out of door sports. The programme of the afternoon entertainment, consisting of speeches, recitations and music appropriate to the season, was carefully chosen and well carried out. The evening social was a question and answer party. Every young man was provided with a question written on a card, and as each girl was supplied with a card having an answer written upon it, the fun of the evening was to get the separate questions and answers together. Sometimes this was easily done, but often, a good deal of patient searching was needed before the correct answers could be found. Later on in the evening all the questions that had found their answers, "fell in," for a grand march, and a long line it proved to be.

During the month of December, such invitations as the following were frequently given for Saturday evening. "The Loving Endeavor Circle invites Miss L's Sunday School class to a candy bag party in Science Building." These were very funny times, for the boys made the gay little bags under the instruction of the girls and then contributed the money to buy candy to fill the bags, which were then ready to go into some Christmas box.

Our Christmas Holidays began Christmas Eve. by a panorama of Pilgrim's Progress, which was greatly enjoyed by the students. The vivid pictures and the earnest impressive voice of the speaker, who told the story of Christian's trials and temptations on his journey to the Celestial City, made a deep impression on the minds of both colored and Indian students. As a preparation for this evening's enjoyment parts of Pilgrim's Progress had been previously read in the reading classes.

Christmas dawned, dark and cloudy out of doors, but bright with pleasant words, kind wishes and Christmas gifts within.

Through the kindness of our Northern friends, we were able to give each student some pretty or useful gift. In the afternoon the debating society entertained the school by holding a "Mock Court" and in the evening the usual Social Gathering took place in the gymnasium, when games and marching furnished amusement to all those who wished to enter into the fun. The day after Christmas was bright and fair, and in the afternoon, there was a pleasant gathering of young men and maidens on the lawns in front of Virginia Hall and Winona, when croquet and other out of door games were thoroughly enjoyed by those who have so little time for play that they always make the most of every opportunity.

As New Year's Day is also Negro Emancipation Day, it was suitably celebrated by a gathering in the Chapel in the afternoon, when appropriate speeches and recitations were given. As is usual on all holidays, all were invited to a "Social" in the gymnasium in the evening.

The Eighth of February, being Indian Citizenship Day, was celebrated by an entertainment given in the afternoon by the Indian students, to which every one was invited. Historical characters of special interest to the Indians were well represented both by suitable costumes and speeches. A number of visitors from Washington were present, people who are active and influential in Indian affairs, so we had the privilege of listening to several spirited and encouraging addresses.

Washington's Birthday was more fully celebrated than usual this year, although, on account of the inclemency of the weather, there were no out of door games.

In the afternoon, the Middle and Junior Classes gave an entertainment in honor of the day, the programme consisting of patriotic speeches, recitations and music. In the evening, all the school were invited to the Gymnasium.

Honored and distinguished guests were present, thus adding greatly to the enjoyment of the occasion. Foremost among these guests, were General and Lady Washington, also many brave Revolutionary officers and their wives. The old-time costumes were effective, and graceful manners and courtesies were not wanting to complete the illusion and to make us feel that we had suddenly gone backward a hundred years or more to the time of silver knee buckles, powdered wigs and queues. An object lesson of this kind often makes a more vivid and lasting impression than a recitation of history in the class room.

Following close upon Washington's Birthday came Longfellow's Birthday, which was duly celebrated by a Saturday evening entertainment consisting of recitations of some of Longfellow's shorter poems, and selections and tableaux from *Evangeline*, *Hiawatha* and *Miles Standish's Courtship*. This also was very enjoyable and instructive.

Besides the various gatherings that have been mentioned there is the daily meeting in class-rooms, work-shops and dining hall, so that there are many opportunities for pleasant intercourse. Not many rules are needed to maintain good order, for the public sentiment of the school demands that all things should be done with propriety.

The students respond readily to efforts made by teachers to make their school life a happy one, and are learning that much depends also upon themselves, so by pleasant words, bright smiles and kind deeds to their schoolmates they are doing much towards answering the difficult question: "How can the Social Life of the school be made pleasant, improving and profitable?"

EMMA JOHNSTON, Teacher.

Report on Graduates.

Eight hundred and two names now stand upon my books, seven hundred and five being graduates, the remaining ninety-seven under-graduates. Of course this latter number by no means represents the whole number of under-graduates in the field, but it includes some thirty members of the Senior class, who for some reason or other left the class before graduation. Of these eight hundred and two there are about thirty whose address cannot be learned and to whom, consequently no letter can be sent. The frequent changes which many of our graduates make, render the work of keeping track of them very difficult, as they seldom think to report such changes at headquarters at once. This year, however, comparatively few letters have been returned to me "unclaimed."

Since October, '91, I have heard directly from a little less than two hundred, leaving at least two thirds of the whole number still in my debt as regards letter writing. I trust they pay their other debts more promptly. Of the one hundred and ninety-three from whom I have heard, one hundred and twenty-two were teaching at the time of writing, or about to do so. Eleven are pastors or preachers, combining in most cases teaching and preaching, and one young man, who has two churches to look after and helps his wife teach, manages to send in as good a report of his "crops" as if he did nothing but farm. One of our earliest graduates is a Sunday school missionary in the Presbytery of Southern Virginia, a later one is general missionary of the Baptist Home Missionary Society. We have one graduate practicing medicine in Knoxville, Tenn., and four more studying the healing art, one at Yale, and the others at Shaw University. Two write that they are "practising law," one of them is also post-master in a South Carolina town.

Lincoln, Howard and Yale have Hampton boys studying law. Some five or six are attending high schools and academies at the North. Several of our young men are filling responsible positions; one in the Post Office Department in Washington, another in the Long Branch and N. Y. R. R. office; others in large business houses in Boston, New York and Yonkers, and one as foreman of the S. W. Improvement Co. of Virginia. This latter young man writes thus modestly: "Though a man is not in the front rank he may do a good deal towards holding the foe at bay. I am here in this mining country. Though it is rough, I can say that we have the only school house built by colored people alone, and costing nearly \$4,000." I have just learned that this new schoolhouse has been burned.

But to return to my list, Montana has three of our "boys", one in the 10th Cavalry, one a member of the United States Infantry Band, and the third a clerk in a store

working with the ultimate purpose of "going to school again."

A graduate of '89 is one of the Hampton band of workers at Tuskegee, and is "teaching carpentry, building, also painting." He says, "I have had direct charge over as many as forty-two men and boys at one time, many of whom were many years my senior." In referring to the other Hampton graduates there, he says, "They stand at the head of all the departments save three".

Just here I cannot refrain from expressing the interest and delight with which, a few weeks ago, I listened to Hampton's honored son, Mr. Washington, as he told of the admirable work which he and his associates, fifteen of whom are Hampton graduates, are doing in Alabama. On a somewhat smaller scale, but with equal earnestness of purpose, other sons of Hampton are laboring to carry out the Hampton idea of education. Rev. James S. Russell in his Normal and Industrial School at Lawrenceville, Va. Mr. Wm. B. Weaver, in Gloucester Co., Mr. John R. Hawkins at Kirtrel, N. C., and Mr. S. C. Carter, at Staunton, Va. A graduate of the class of '95 is connected with the Florida State Normal School at Tallahassee, in the Agricultural department. Another one of the same class has established himself "as a complete tailor" in one of our Southern towns, where he finds the work forthcoming more readily than the money for it.

Of those of whom I have spoken as engaged in teaching, nearly half are young women. Thirteen more write of their duties as housekeepers and mothers; one has given up teaching for dressmaking, one is a trained nurse, and four or five others are now training for that profession. It is good to see the earnest and self-denying spirit of our girls. I believe that many of them could truthfully use the words of one who wrote, "I did not seek for an easy place, nor for a hard place, but the place where I thought I could do the most good." J. W. of '88 writes, "I have bought a lot and have had a schoolhouse built on it. It is 23x13, containing two rooms, three doors and four windows.

I have a black board, a table, four benches and a broom. All these were given me by the children's parents. I wanted to do something to help the people in the part of the town where I live, so I knew of no other way but buying my lot and having a house put on it. I am paid directly by the children's parents. Of course there is not anything to be made, but I do it in order to help my race. I have opened a reading room for the benefit of the young people. I lend them books, papers and magazines to read, and one night in the week, they are allowed to play games." This is her summer work. In the winter she goes to another place to teach a county school. It would be easy to multiply instances of the faithfulness of our graduates to this idea of helping their race. Those who have felt obliged to leave the work of teaching for some more lucrative employment, often ex-

press regret that they can no longer teach. A graduate of '81 who is in the employ of the H. R. Railroad writes from New York, "We see a good many Hampton graduates here, who have given up teaching as they cannot make a living at it. It is bad indeed, but surely true that we all love to teach, but cannot do so when we have a family to support." This same young man writes of the sad death of John W. White of the class of '87, who was killed in the railroad accident at Hastings, on Christmas Eve, 1891. Other deaths during the year are Mrs. Maria (Chappell) Turner '89, and Charles Picotte, '87.

Since my last report sixteen of our graduates have been married. One in the class of '74, one of '76, two of '77, one of '80, three of '81, three of '82, one of '87, two of '90 and one of '91.

May I refer, in closing my report, to the tender interest and sympathy expressed by the writers of some of these letters, for their beloved Principal? Most of the answers to my circular letters had been received before his illness, but, in those received since then, there are such words as these, "There are thousands of prayers going up for him daily. We feel we cannot let him go. And yet when could we feel that we could spare him!" "Never from that day to the present have I forgot to remember dear General Armstrong, in my public and private devotion. Really I did not know how much I loved him until since he has been sick." "I am very glad that our dear General Armstrong is doing so well. I pray for him every day."

I am sure there is not a son or daughter of Hampton that would not join in an earnest "amen" to such prayers.

I am sorry to leave two thirds of our graduates unreported, but what can I do about it, if they will not report themselves to me?

ABBY E. CLEAVELAND, *Correspondent.*

Department of Graduates' Reading Mater.

The scarcity of books and fresh food for thought in most of the small places where our graduates work, is shown in a letter received from one of them not long ago. "Please send me something to read. I have almost devoured every word on the newspapers that cover the walls." So writes one of our bright girls, eager for help in her work as a teacher. Her hungry appeal represents the feeling of the best of our graduates and ex-students, who are constantly realizing that only "a full man makes a ready man," and that, without inspiration from books and papers, the average teacher soon falls behind.

Our proof of the rapidly advancing civilization among the well educated colored people is that they like good read-

ing, but there are many, and they are still the large majority, who need to have a taste for reading cultivated and encouraged. The numerous boxes and barrels sent to the graduates by our kind and faithful friends in the North supply both these needs.

At the beginning of this year's work, with every package of papers was also sent a printed postal, asking every graduate to state what kind of reading he preferred. In many cases the answer was, "Everything must be good that comes from Hampton," or "Please choose for me;" but others wrote for Educational Journals, Sunday school papers, the Forum, Popular Science Monthly and other good magazines. Favorite papers are the Christian Union, Congregationalist, Sunday School Times, and Independent, all religious papers are acceptable. The Youth's Companion and St. Nicholas always hold their own, and the Ladies' Home Journal is frequently asked for by housekeepers and mothers.

I have been especially grateful for all the fresh, new matter sent, and it would be a great help if those of our friends who cannot send boxes or barrels, would mail to the Graduates' Department every week some new paper or magazine. Quite a number of people have adopted this plan and deserve warm thanks.

In many places, the people are very poor and the teacher writes for clothing to distribute among them. Not having many clothes at our disposal, we have only been able to send one or two barrels to the most needy, who have been very glad to have them.

It would not be fair to our graduates if I failed to express their deep interest in the welfare of the School and its principal and teachers. Ever since November, great sorrow for Gen. Armstrong's illness and earnest prayers for his recovery have been found in every letter sent to me, and those of our graduates who take the SOUTHERN WORKMAN, have read with joy the good tidings of his rapid and wonderful return to health.

I have been greatly impressed with the earnest purpose shown by our graduates and also by their wonderful patience under difficulties and their determination to conquer them. One graduate wrote to me recently that a school house, just completed, had been burnt to the ground. Those who saved the money to build it, are not discouraged, and the leader in the good enterprise writes to know the smallest cost of lumber necessary to rebuild.

Many of us might take a lesson in clear grit and pluck from these resolute people. One of our girls, an undergraduate, obliged to leave school on account of her health, has yet preserved the divine fire in her heart and burns to create a little Hampton in her neighborhood. She is a teacher and true missionary, and has just sent two boys to our school, paying their way here, as their parents were unable to send them. She talks of having an "Institute" next Fall, meaning, I suppose, to get together the teachers near

at hand and discuss ways and means of improvement for themselves and others.

Such evidences of earnest labor are not at all uncommon, and our graduates, middlers and ex-students are greatly helped, they say, by signs of remembrance from Hampton, where most of them received their highest and most lasting impulse to work, not only for themselves, but for others.

At the suggestion of one of our visitors, Miss Mary Lord, an appeal has been made to many of our teachers to form Bands of Mercy in their schools. Several of them have started the work, and another year, I hope, it will be carried on with still greater earnestness.

ANNA L. BELLOW, Correspondent.

Returned Indian Students.

Since last year the record of the returned Indian students has not materially changed; we still see from the figures drawn from individual records that "four-fifths do well," or to be more exact, eighty-five per cent according to the figures this year.

The grading is probably as correct as it ever can be.

Last spring the Senate demanded a very full report of the returned students, covering their history, not only since their return, but before coming to Hampton. As no particular record had ever been kept of individuals previous to their coming, we were obliged to send out blanks, one or more for each returned student, living or dead, and ask agents, missionaries and others best qualified to respond, to do so. To the official questions we added others to complete the record, in regard to industry, character, influence, and marriage relations. In most cases these were quite fully and satisfactorily answered, though occasionally authorities disagreed in regard to facts and opinions, and the standards by which character was weighed were evidently widely different.

To these official reports I added five months of personal investigation in the summer of '91, making it a special point to look up doubtful cases and to visit individuals as far as possible in their own homes, at their own tables, among their own friends, or wherever I could to the best advantage study their problem from the practical end.

The result was on the whole most encouraging. I saw much of poverty; much of sickness and lack of care; much of the degradation that comes from a savage life restrained only by force of circumstances; somewhat of heathenism, somewhat of drink and other adopted vices, and a great deal of discouragement and hopelessness. And yet, on the other hand, I saw these young people, some of whom we had never suspected of such power, making a stand

for what they believed to be right, with a strength of purpose that goes to show that the Indian's traditional heroism is not a lost virtue after all.

We, who are surrounded by a civilization that calls forth every ambition to be and to do according to the latest fashion in matters of every day life, find it difficult to see why the Indian boy or girl does not do just what we, in our ignorance of ourselves, think we would do under the same circumstances. And this is where we err in our judgment of them, and fail to appreciate how strong a word "good" is when applied to the records these young people make. Many of our customs in dress and living do not commend themselves to our own best judgment, and yet these pioneers in civilization must adopt them themselves and urge them upon others. If they are so fortunate as to have grown into our civilization, through several years of contact with it, the matter is simple and easy; they will naturally gratify what has become a necessity, or a taste; but where the children are well grown before coming into the new way of living and are permitted only to remain a short time in it, then life becomes a constant struggle between principle and inclination, and it is here that so many have shown true pluck and character.

A boy who plods on at a trade, or on a farm, with poor pay and little encouragement, when in the more congenial work of herding he could double his salary; who persistently refuses to indulge in any of the less objectionable Indian customs because he is not willing to throw his influence at all on that side; and who is patient and kind and considerate to those with whom he disagrees, may not shine on the "excellent" list, or make a striking record on paper, but he is none the less truly brave, and with a bravery that tells, too, in the long run.

The girl too who insists upon keeping a good home when its goodness is not in the least appreciated, and who wears the uncomfortable dress, shoes, hairpins and hat of civilization, when all the fashion of the place is to be comfortable in loose gown, moccasins, and hanging braids, with head unhampered by the breeze-blown hat, is to a certain extent, a martyr to principle also, and deserves to be appreciated accordingly.

These may seem little things—mere trifles—but great or small, they are the real tests of character, and like the proverbial straw show us what to expect.

In going over the ground in Dakota, that I had gone over almost as carefully three years before, I was struck with the improvements that met me everywhere. First of all in the towns adjoining the reservations. Some to be sure, have dried up entirely in the fearful drought of the preceding years, and seem to have blown away, but others, strong enough to stand the storm, are flourishing. Railroads are rapidly coming nearer and nearer the reservations. Individual

allotments have been in most cases made to the Indians and the surplus land taken by white settlers. Civilization is making long strides toward the centre of the forbidden country. The Indians have scattered out upon their own places more rapidly than was at one time thought possible. Many have their little homes and farms and herds well started. The "progressives," as those who have taken a stand for civilization are called, have, in most cases, formed little nuclei of civilization at different points, planning and working together. They have organized societies for mutual help and encouragement, and have clubbed together to buy expensive farm implements and valuable stock by which to improve their own.

It is in these progressive settlements that the returned students are found in full force; at Standing Rock, Crow Creek and Lower Brulé in the Dakotas, and Omaha in Nebraska, this encouraging feature is most noticeable. In these places the sentiment is so strongly progressive, through the large number of students returned, that there is now little danger of the much dreaded "return to the blanket." As Hampton students, they help and encourage each other; when one falls, the rest go to his rescue and help him on his feet again. In these communities Hampton students are teachers, preachers and leaders generally, and fortunately, in most cases, have wise helpers in agent or missionary.

Their homes are of the better class. The one-roomed log house is still the unit of comparison on the reservation, and must be until the railroad brings lumber nearer, but in many cases rooms have been added or new frame cottages put up. The family life and home comforts have greatly improved too. The children—and there are such hosts of them—are almost always well kept and fairly trained. This is really the most encouraging sign for the future, for no matter how poor or how careless are the parents, the children are generally clean and always dressed in garments of civilized pattern and make.

In the churches one also sees progress in the general appearance of the congregation. The men are better dressed, and the women and babies show similar signs of progress. There are more hats on the women's side of the church than there used to be, and it is not unusual to find a whole family occupying one pew, regardless of the unspoken rule which divides the congregation according to sex.

A representative of the school who appears at any place where there are returned students, finds not only a warm welcome for old times' sake and his own, but many urgent requests to take back with him relatives and friends for whom the ex-student desires advantages similar to those he himself has received.

The feeling of the old people in regard to education has changed very much and there is now very little opposition to education even among the older element.

This change of public sentiment has made the returned student's life much easier and his record better in many ways. He has been permitted to remain longer in school, and increasing his advantages has also improved the general record. This is shown too by the fact that 55 have returned for a second term here and that 71 have attended other schools West or East since leaving Hampton.

The records of each individual student was given to the Senate in December, and has since been printed by the government. The same will be published in a less official way in the Twenty-Two Years Work of Hampton Institute. Both these books will so soon be available, that it seems hardly necessary to go into details here.

Summing up these records we grade them as usual, as excellent, good, fair, poor or bad.

The *Excellent* are either those who have had exceptional advantages and use them faithfully, or those who by great earnestness and pluck have won an equally wide and telling influence for good.

The *Good*—the great majority—are those who are doing their best and exerting a decidedly good influence, even though it may not be very wide. They must marry legally, be honest, industrious and temperate, and live a life which we can point to as an example for others to follow and improve upon.

The *Fair* are the sick and unfortunate, those who have had few advantages and from whom no better could be expected.

The *Poor* are those who have not done as well as they should; have married after the Indian custom while knowing better; have fallen from weakness rather than from vice; and some who are recovering themselves after more serious falls.

The *Bad* are those who have done wrong while knowing better, yet with two exceptions, those from whom no better was expected. It is also a significant fact that not one is a full blood Indian.

According to this grading the record stands:

Excellent, 77	}	Satisfactory, 286	}	Total, 335.
Good, 151				
Fair, 58				
Poor, 39				
Bad, 10				
		Disappointing, 49		

From this record we say that 85 per cent are doing as well as we could expect.

The returned students—31 of whom are full graduates from the normal course—are employed regularly as follows:

Teachers 9.	School employes 9	-	-	-	-	18
Attending other schools	-	-	-	-	-	1
Attending higher schools in the East	-	-	-	-	-	
Supporting themselves at the East	-	-	-	-	-	
Regular Missionaries 3.	Catechists 12	-	-	-	-	17

U. S. Soldiers 6, Scouts 3, Postmaster 1, Mail Carrier 1, 11

Agency employés, viz :

Physician 2, interpreters 4, issue clerk 1, police 4,	
district farmers 2, in charge of stables 3, herders	
2, carpenters 16, wheel-wrights and blacksmiths	
7, harnessmakers 2, tinsmith 1, miller 1	- - 45

Independent workers, 116, viz :

Engineers 2, surveyors 2, lawyers 2, merchants 4,	
clerks 6, carpenters 5, printers 1, painters 1,	
freighter 1, loggers 4, laborers 7, house servants	
2, ranchers 5	- - - - - 43

Farmers	- - - - - 73
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Girls married and in good houses	- - 46
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We have this year seven students supporting themselves in the North and 5 attending higher schools. There will always be a few who are specially fitted for some particular branch of training in advance of what we can give them here, and success with such in the past has encouraged us to continue this course, helping only those who are enough in earnest to work the greater part of their own way. This experience has proved to be a broadening and character-building one of real value to the individual and to the work at large.

This year we have a young man preparing for a medical course, one, entirely independent of Government or charity, for a college course, and a young girl perfecting herself in a branch of art for which she is specially fitted; and another year we hope to add to the number.

In all work for returned students we feel specially strong in the fact that we have such wise and able helpers in Dr. and Mrs. Dorchester on the ground, and Gen. Morgan at the administrative head of affairs. In every possible way they have lent their aid, encouragement and interest, and but for them much that is now success must have been failure.

To many missionaries, agents and other friends on the reservations the returned students and the school owe deep gratitude for counsel and help freely and wisely given them, and upon which both have learned to depend in any emergency or difficulty.

For the encouragement of the friends and supporters of Indian education, who through their interest and aid have made this increasingly valuable work possible, and on whom public sentiment both East and West will always depend, we point to the record these returned students have made, and expect them to join us in saying with all earnestness, "Yes, it pays; I'm glad I've done what I have. I'll do more in the future."

CORA M. FOLSOM.

Librarian's Report.

The report on the Library work covers the months from October 1891 to April 1892, inclusive, the time during which the present librarian has been in charge.

One of the most important principles of the Library was recognized as being that every book, picture, and other belonging should be placed where it might be of the greatest use to the greatest number. In accordance with this aim as many as possible of the reference books are placed where they are directly accessible to the students. A few shelves in the reference cases have been assigned to different teachers who select from time to time books on special topics their classes may be at work on, and place them there, drawing attention to them by a notice on the bulletin board.

The Library is open daily from half-past eight to six, except for the half-hour between 12:15 and 12:45. It is also open Saturday evenings from seven to nine, and Sunday afternoons from one to half-past three. The last two occasions are the only ones when the night school students can visit the library, and they avail themselves most eagerly of the privilege. Despite the fact that Saturday evening is the only evening in the week for any social enjoyment, the library is always thronged with quiet, earnest young men, eagerly reading the papers and magazines or poring over dictionary or encyclopedia.

On other evenings when the night students are in school, and the day students having their study-hour, the senior class study-hour is kept in the library. This gives the class the use of the reference books, a privilege they appreciate highly.

The kind of books chosen by the students, is always a great satisfaction. Fiction is comparatively little read, though some of the favorites—Uncle Tom's Cabin, Ramona, Ivanhoe, and Miss Alcott's and Mrs. Barr's stories—are well worn. Whittier's and Longfellow's poems are always in demand; in fact, the supply is almost laughably inadequate. Four copies of Longfellow's poems, and only one of them in perhaps, when a class of forty begins the study of his works and every member wants a copy from the library. Books on oratory or debate, and books of famous orations are eagerly sought for by the young men, as are also books on American history, and lives of famous generals and statesmen. Those who are learning the different trades are constant in their demands for books about them.

The Library has had several valuable presents during the year, among them being a beautifully bound set of the Century Dictionary from our trustee, Mr. George Foster Peabody. Mr. Warren F. Draper of Andover, Mass., sent us in the fall, a large box of his own publications which have proved of great service to us. Another box has recently been received

from the Rev. T. K. Fessenden of Farmington, Conn. Seven hundred volumes in all have been added to the library since the first of October.

Thanks to our friends, our tables are well supplied with periodicals. We have ten daily papers, four from New York, two each from Philadelphia and Norfolk and one each from Washington and Richmond. The two Norfolk dailies we receive on the day of issue, the others one day late. Of the weekly papers, and magazines, a large number come as exchanges for the Southern Workman. All of them are well read here, and when they are taken from the tables on the arrival of their successors, they have by no means accomplished their work in the world. The more valuable ones are filed and in time bound; some are sent to the graduates' department; a daily and one or two weeklies are sent to the Holly-tree Inn. A package of daily papers is sent every evening to the night-school for distribution among the students there. Every week papers are sent to the school farm at Shellbanks, and a roll is sent to each of the cottages for the students' sitting-rooms. It is in these last packages that we find a place for the odd numbers of the illustrated papers with which our friends remember us from time to time. There is another place too, where they are welcome. During the grippe season, a stormy day would almost always bring a messenger from the hospital with the plea:

"Do send us some old papers—something bright and cheerful if you have it."

We could almost always comply with the request, and send a few old "Youth's Companions" or "Harper's Weeklies" to the invalids.

The attendance in the Library has been steadily increasing from month to month. About three hundred books are in circulation all the time, the largest number drawn in a day having been 64.

Figures however, can give but a very meagre idea of the real work of the Library. What this is one begins to see when sitting in the room after school in the afternoon when the students are at liberty and throng to fill all its available corners. Most of them, girls and boys alike, go straight to the daily papers on entering the room, and read them busily, pausing frequently to consult dictionary or encyclopedia. Others turn at once to the bulletin board for work assigned them, then to the reference shelves for their books. Soon all have found the books or papers they want, and the room is full of quiet, earnest workers, the silence unbroken, save by the turning of a leaf or the rustling of a newspaper.

LEONORA E. HERRON,
Librarian.

Medical Report.

The Health record of the School has been less satisfactory than for the past six years. During the fall and winter months, serious cases were constantly occurring, many of them malarial or complicated with malaria, three of them typhoid. During December and January the grippe was epidemic. In the month of December one hundred and fifty-one cases occurred, in January, sixty-one, in February ten, making a total of two hundred and twenty-two cases. One case terminated fatally, from a cardiac complication, being the only fatal case of grippe in the course of the three epidemics of the past three years. Continued fever has frequently followed the original attack of grippe and has given several serious cases.

Seven cases of facial erysipelas also occurred in the winter. Cases of the same disease occurred in the vicinity of the School at about the same period. In consultation with the leading physician of Hampton, the physician in charge at the Soldiers' Home, and the Post Surgeon at Fortress Monroe, it appears that there has been no more sickness in the School than in the community outside, in proportion to the numbers. It has been a season of much sickness throughout the country. Typhoid fever has been more than ordinarily prevalent. There seems to be no sufficient reason for thinking that the cases in the School were necessarily due to local causes. Still it is evident that the most careful sanitary regulations are absolutely essential to the safety of a closely massed community like our own. The occurrence of any disease which may arise from bad drainage or other unsanitary conditions must be looked upon with suspicion and anxiety, as indicating a possibility of a great danger, the extent of which cannot be foreseen. The drainage system of the School and the condition of the water front are subjects of vital importance. Every sanitary improvement which has thus far been made in the School, has been reflected at once in the improved health of the students. The year preceding the building of the present breakwater was one of unusual sickness. The year following, while the water front was in better condition than at any subsequent time, the health record was correspondingly good. From that year, to the present year there has been a gradual return to former conditions and results.

As the town of Hampton grows, the School is in constantly increasing danger from sewerage deposited on our shore from that source. I would earnestly recommend an investigation of the condition of the breakwater and shore, with a view to radical improvement.

Eight colored students have been sent home on account of ill health. Five of these have been dangerously ill. An epidemic of tonsillitis in March and April gave one hundred

and eight cases. During about the same period, an epidemic of mumps gave seventy-one cases. Measles entered the School, but was so isolated as to prevent an epidemic.

The health of the Indian School has been good. With the exception of Indian Territory students, the Indian pupils seldom show any sign of malaria. Two Indian Territory boys have had acute malarial attacks. No other acute malaria has appeared among the Indians.

Pulmonary troubles have been less numerous and severe than usual. One Sioux Indian boy, from Crow Creek, has had an attack of pleurisy and pneumonia from which he now appears to be slowly convalescing. The history of Indians at this School shows that Indians from Crow Creek are peculiarly wanting in physical stamina, and recovery in this case was hardly expected.

The last death of an Indian at the School, occurred in March, 1890. In August last, an Indian boy, who had been sent North for the summer, being apparently in good health at the time, died of acute tuberculosis at the Mass. General Hospital, Boston.

The selection of Indian students for eastern schools is made more carefully than in past years. Unsound students have thus far always been found among those passed as "sound" at the agencies, but the number of such cases is diminishing. In the last party of forty Indians, four were quite unsound, one from incurable disease of the eyes, three from pulmonary disease. One of the pulmonary cases has done well, the other two cases have remained the same as on arrival, unfit for school work, and will be sent home with the first party going West.

The history of unsound Indians who have been brought from the West to this School has often been encouraging. In the case of pulmonary disease, in an early stage, the change seems, for a time at least, to be beneficial. Several of these cases have spent the entire period for which they were brought and, with the exception of excuses from military duty at times, or from work in bad weather, have been able to fulfil all the requirements of the School. The additional expense and care of such students is an important item, and yet, in a few cases, the result has fully justified the outlay. The physical strength of all Indians, however, in this, their critical transition period, is put to severe tests, and as a rule only those who are apparently sound should be sent to Eastern schools.

Even Indians who are born with an apparently fine physique are often the victims of inherited disease, and many who have exceptionally fine muscular development are unsound from a strain in foot racing, ball playing, wrestling or other sudden excessive exertion. One broad shouldered student, who suffers constantly from cardiac and pulmonary disease, says, "I run foot race, mile and a half, I take first prize." His trouble began with that foot race and his case is a typical one. A fatal hemorrhage has often been brought

on by the violent exertion of these untrained athletes. Heredity counts fatally against them. Let any one who wonders why Indians have little physical endurance, read the account of the transportation of the Sioux from Fort Snelling, Minn., to Crow Creek, S. D., in 1863, during which river journey of one month, three hundred, out of the thirteen-hundred human beings crowded into one small steamer died, and let that, and the immediate subsequent history of the Crow Creek Indians, stand as a type of the whole undermining powers, by which the Indians of many localities have become physically degenerate.

The physical improvement of the Indian is dependent on the slow processes of education and civilization. When these processes have made a better home life easy and natural to him, we can reasonably hope that the children of each succeeding generation will be more sound. Indeed the realization of this hope has begun already in the homes of our graduates.

M. M. WALDRON, M. D.
Resident Physician.

The Department of Discipline and Military Instruction.

The department of discipline has been especially satisfactory this year from the fact that very little *serious discipline* has been necessary beyond the regular routine work of the department, consisting of a great many offences, arising daily from one source and another. These are visited with minor penalties, which are usually understood by the students. On the other hand the military department has covered less ground in the tactics than usual.

The methods of discipline present no marked changes from those reported last year. The most important change, perhaps, is in the method of dealing with the students when at work. Instead of summoning a boy from the shop to the office, we have as far as possible, gone to the shop and dealt with him there and in the presence of the foreman of the shop, who in many cases, by his fatherly talk and advice, has done the boy more good than an extra drill, fine, or mark would have done.

The Court Martial or "Officers' Court" and the Indian Council have both been in operation during this year, and have done very good and effective work. At the beginning of the year the officers' court was organized according to the U. S. Army regulations. The members, fourteen in number, were appointed by the Disciplinarian, with the approval of the Principal, and represent the six companies of the Battalion.

They have tried less than a dozen cases this year, the decisions on which have been approved and the sentences executed, while last year they tried about sixteen. This decrease is partly due to the higher "tone" of the men, and partly to precedent. If a case arises and the Court has previously rendered a decision on a similar one, the same sentence, as far as practicable, is executed. It is well to say here, perhaps, that the penalties for minor offences have been set by the Court and are simply executed by us in the office.

The Indian Council does work similar to that of the officers' Court, only it is confined to the Indian boys who room in the "Wigwam." The Council acts on cases that arise between the Indian boys and upon the conduct in their dormitory. The five members of the Council are not appointed by the School officers, but are elected by the Indian boys themselves.

The buildings occupied by the young men are under the care of ten janitors, from the students, who are usually officers of the Battalion. Each is responsible for the order of the men in his dormitory and for the condition of the dormitory itself. The janitors make daily inspections of the room, fire-extinguishers, fire-escapes, etc., and submit a written report every morning to the Disciplinarian. The rooms are inspected during the week by some of the lady teachers. The students understand that their rooms are liable to inspection by a lady, or any School officer at any time. On Sunday morning a military inspection is made by some School officer, at which time the occupants of each room are expected to be present, in the cadet cap and uniform. They take the "position of a soldier" and salute the inspecting officer, who acknowledges the same. They maintain this position till the officer leaves the room.

The military organization to which we have previously referred is the most *important* factor in the solution of the daily problems that confront this department. It is not only helpful in the maintenance of the School discipline, but it tells on the physique and character of the students as well.

The boys are enrolled in a battalion of six companies; three companies are composed of the members of the Night School, while the other three comprise the members of the Normal and Indian schools. A full complement of officers is chosen from their number and appointed, as far as possible, on the ground of *fitness*. The lowest corporal understands that he is in direct line of promotion, and will be promoted in case a vacancy for any cause may occur, provided he has proven himself, *in and out of ranks, fit* for it.

The Principal has resumed the position of Commandant, and occasionally at parades and inspections "receives the parade" in cadet uniform. There never was a year when the officers and men manifested a better spirit and showed more pride in their companies than they have this year, and I think it is largely, if not entirely, due to the fact that the Principal has from time to time had direct command of the battalion.

The battalion is under the general command of the Disciplinarian, who has the title of Captain, and who also instructs the cadet officers in tactics Friday evenings. Frequent visits have been made to the Artillery School at Fortress Monroe to give the officers object lessons in the practice of manœuvres.

Each cadet captain in rotation is appointed instructor of the battalion for a week. This instructor is required to be prepared to command the battalion and instruct it from the U. S. Army tactics on battalion manœuvres. When he goes off duty at the end of the week, he is expected to report to the Disciplinarian upon the condition of the battalion, the manner in which the guards have performed their duty, and the condition of the grounds.

There is a daily detail, consisting of an "officer of the day," an "officer of the guard," a sergeant, a corporal (to take charge of the two reliefs) and six privates who guard the grounds and property when the students are all gathered in one place, usually for meals or prayers.

The military exercises comprise, (First) the inspection of men in ranks, of the Normal and Indian Schools, held in the morning of each school day before morning prayers. They are expected to be in uniform, with shoes polished, etc.

(Second) the formation of the entire battalion in column of companies for the march to dinner;

(Third) the battalion drill and dress parade on Fridays after school; and

(Fourth) the drill of each company by the captain, on one other afternoon of each week after school. The detail of guards to which reference has been made above, is mounted at ten minutes after twelve of each day. On Sunday afternoons, the entire battalion forms in front of the church and is formally inspected before marching into church; during this inspection the cadet band plays sacred melody.

It was noted in the beginning of the report that the work of the battalion was, perhaps, not as satisfactory, with respect to ground covered in the tactics, as in other years. It has been the aim this year to do a few things and *do them very thoroughly*. Had we attempted as many things as in former years, it is probable that very little would have been accomplished. In the first place it was necessary about the middle of the year to take up the new drill regulations that had just been adopted by the U. S. Army. Secondly, the weather has been exceedingly stormy, so much so that we have had only about half as many drills as in other years. The first part of the year was devoted to the "Setting up Exercises" all the students—old and new—taking the recruit drill. We have moved slowly along till now we have the "dress parade" of the Normal companies once a week.

We regret very much that the duties of 1st Lieut. H. C. Davis, of the U. S. Artillery, in attendance at the Artillery School at Fortress Monroe, who instructed the officers and

oversaw the drills last year, prevented him from coming up this year.

Special notice should be made, in the report, of the work of the Assistant Disciplinarian, Mr. Eli Whitney Blake, Jr., who has had the discipline of the Indian boys especially, but who has done valuable and effective work for the department generally. His manner, while firm, of making a culprit confess his wrong, and in many cases acknowledge the justice of the punishment, has obviated much of the dissatisfaction and misunderstanding from which the department has usually suffered.

Notice should also be made here of the work of Cadet Capt. Allen Washington of the class of '91, who has worked in our harness shop, but has given an hour a day to the oversight of the daily drills, and has in other ways rendered most valuable assistance to the department of discipline.

It is quite safe to say that the town of Hampton has had less attraction for our boys this year than for many years past.

It is extremely gratifying to report the faithful work of the officers, especially those of high rank, not only for matters that concern their respective companies, but for the cause of order and the general good of the whole school, for without their assistance it is certain that the department would fall far short of its present good condition. Indeed the students generally seem to have felt a sense of especial responsibility consequent upon their Principal's illness, and have apparently, with very few exceptions, tried to do their best.

ROBERT R. MOTON,
Disciplinarian

Report of Moral and Religious Work.

The past year has been in many respects a trying one. The illness of the Principal and the necessary absence of other officers of the School has thrown greater responsibilities upon the students themselves and tested their powers of self government. It is pleasant to be able to report that there have been very few cases of discipline and a loyalty to the School which has been most gratifying. The Industrial system brings to this institution a class of students who are thoroughly in earnest. Those who want to have an easy time do not come to a school where for the first year all the students work ten hours and go to school two hours in the evening, and through the whole course have two whole days of work in the week. The young people who are sent from the cities by well-to-do parents do not turn out as well as those who come from the country from poor parents who can do nothing for their support. Of the great mass of our Indian and colored students, it is true that they are thoroughly in earnest about getting an education. Very few of them have been

sent. They have come because they wanted to come. In the case of our colored students, the new ones are usually recruited from the public schools under the care of our graduates. Blanks containing questions as to their proficiency in studies, their physical and moral condition, are sent out to be filled out in their own hand writing. Hundreds of applicants are refused every year because they do not come up to the required standards. There is a like process of selection among the Indians. Only those are wanted who give promise of being able to accomplish something among their people as teachers and leaders.

The object of the School is not so much to produce scholarship as Christian manhood and womanhood. The difficulty with these people, as with some others, is not so much to make them know what is right as to help them gain the power of doing it. The School is meant to be to them an illustration of Christian living. Most of our colored students and all of our Indians come from the country districts. Though some of them have decent comfortable homes, many have had little chance to get an idea of how to live. The School with its dormitories, cottages, mills, work shops, stores, farms, churches, and academic halls, is an object lesson to them in Christian civilization. They become a part of this civilized community. They have duties to perform and are instructed that upon the faithful performance of those duties the well-being of the whole depends.

One of the first lessons in Christian civilization is the care of their rooms and persons. When the Indians were first brought to the School, they had to be instructed as to how to get into bed and how to dress. Although those who come to us now are somewhat further advanced, still the lessons which have to be given them as to the care of their persons and their rooms are very rudimentary. The School has to stand in the relation of parent to these children of the disinherited races, in a very real sense. The girls frequently call their rooms their homes, and both girls and boys take much pride in them. A pretty sure index of the advancement in civilization which comes over these young people is the changed appearance of their rooms and persons as they advance from the lower to the higher classes of the School.

The social life of the School forms a very important part in the moral and religious education of its students. When the Indians first came to us, in order to give the boys that respect for the girls in which they were somewhat deficient, upon their arrival at Old Point the girls were allowed to ride to the School while the boys walked, a reversal of their former experiences. Thus the first lesson was given them in the respect due to the weaker sex. The whole school life is a series of lessons along this line. A book on morals and manners has been gotten up at the School with especial reference to the needs of these young people. In no other department are there more diligent students than in this. Certain of the boys and girls are chosen, unknown to those about

them, to observe and report the morals and manners of their fellows. Public discussions of these reports are held. In connection with the religious work of the School a committee is formed at the commencement of each term to study its social life, the relation of the sexes, of the upper and lower classes, of the different races, to give direction to the amusements and to arrange the social gatherings. The past year has shown very great progress along these lines. Never before I believe have we had so orderly, respectful a company of young people. This improvement is due not only to the influences which have been brought to bear upon them here but quite as much to the improved condition of their homes which is in great part the result of the work of our graduates.

The training in economics which these young people receive at Hampton is a most important part of their moral education. The knowledge which they gain on this subject in books, though valuable, is by no means the most important. The lien system of crops by which a large part of the Negroes are continually held in debt to the whites about them has kept them in a slavery since the war, in some respects, worse than that which existed in slavery days. One of the first lessons to teach the youth who come to us is to be capitalists. Ten hours work a day soon gives the colored boy or girl a balance in his favor which he has laid up for the future. A boy with a balance has a different gait and appearance from one who owns nothing in the world. He is more self-respectful. The same lesson is taught the Indian, who needs it quite as much as his brother in black. Miss Collins recently described in the "Independent," the way in which one of the Indians disposed of any extra food he had in his house. A bell was rung. His neighbors assembled. The result was very soon an empty larder and not many days after children crying for food. This is a part of the Indian's religion.

At Hampton the Indian boy must lay up for the future. A part of that which he earns he can spend, as learning the right use of money is most important. A part he must lay by as a tool fund to give him an outfit when he returns. The system of accounts by which the student charges the School for the labor he has rendered, by a bill made out in his own hand writing, giving the number of hours and the rate per hour, and on the other hand by which the School charges the student for his food, clothes, books and everything which he receives, is in itself an important part in education. The merchants around the Indian reservations in the West, some of whom were accustomed to charge Indians twice as much as whites, have sometimes spoken slightly of this sort of education, which is not at all convenient for them. A religious publishing society in the North, which after several years experience had finally refused to employ colored men as colporteurs on the ground that it could never get any account for the books sent, having been induced to try Hampton students, report thus far not a single loss.

At the same time that these students are learning to lay up for the future, they are obtaining entirely new ideas of labor. It is no longer mere drudgery. The class-room, the work-shop and the farm have a very important connection with one another.

The study of the natural sciences gives them a new interest in the preparation of the soil, and the planting of the crops. The introduction of drawing into the School has made it possible for the students to plan out their work in the shops. They see in the machinery in the mill, the shops and the laundry, the working of the principles in Natural Philosophy which they have studied in the school-room. Their work is thus lifted up into a higher position and they come to understand something of the dignity of labor.

The varied industries of the School give the young people an idea of the division of labor, and how each one of them in this world is the part of a great whole. Even though they may have little part in the work shops or the mill, there is an education in seeing them and realizing the part that they have to perform in civilized life.

Another very important part of the moral training of the students is the object lesson in government presented to them in the School. The Indian child has perhaps as little taste of government as any of God's creatures. The Indian parent dislikes to hear the children cry. Their young people are seldom obliged to do anything contrary to their will. The Negro child, though not without a taste of government, comes to the School with many wrong ideas of what it should be. The absolute necessity of obedience is one of the first lessons that the school-life brings. The military discipline, which first teaches the students to obey and then to command, is most valuable. The officers' court, which tries cases; summoning its witnesses to give evidence, and its jury to weigh evidence; the system of guard duty which makes them feel that the care of the property on the place is a legitimate part of their work; the control of students by those of their own number, the experience which the janitors of the cottages, and other officers have in caring for the little details of every day life give them a share of responsibility which can hardly fail to make them better citizens.

The religious instruction of the students has reference continually to the fact that they are to be teachers and leaders of their people. They are expected, before they leave not only to learn the elements of religious truth, but to be able to impart them to others. An earnest endeavor is made to ground them in the teachings of the Bible. Commencing in the earlier years with the outlines of Bible History, the Life of Christ being the central point, they pass on in the later years to a more detailed study of the Books of the Bible and their moral and religious teachings. Connected with this teaching, which is carried on by the regular teachers in the Sabbath day schools, is the preaching at the Sun-

day services which aims to bring to bear the Bible teachings, on the every day school life. In the social meetings, which the students conduct, subjects taken from the Bible lessons and bearing on their daily life are discussed. They thus learn to communicate to others the truths which they have received. In order to give them further training in the Bible, a number of them are sent each Sabbath to the colored Sunday schools about Hampton, some of these being under the care of the School and others belonging to the colored churches of the place. Squads of students are sent to the poor house, to the jail, to the cottages of the poor, the aged and sick. We have in this outlying colored community a good training school in which to prepare our young people for the many sided ministry which they are expected to perform.

Sewing schools have been kept up in the country about, and the students are made to feel that in every possible way they must minister to the needs of those who are more destitute than they.

The Dixie Hospital, of which an account is given elsewhere, is training some of the girls to be nurses, and is in itself an object lesson to the whole school.

The School church is undenominational, though earnestly Christian. An endeavor is made to show these students how people of different denominations can work together. A large number of the colored students are Baptists and one of the Baptist pastors comes over and administers communion to them. Many of the Indians are Episcopalians, and attend one service each Sabbath at St. John's Episcopal church; Rev. Mr. Gravatt, the rector, having charge of the Indian Sabbath-school on the school grounds. All the School gathers for the afternoon service in the Memorial Chapel, where a service is held in which the Lord's Prayer the Apostles' Creed and the Ten Commandments, hold a prominent part with chants, responsive readings and the silent prayer of the Friends. Much prominence is given to music in all the religious services of the School. Both races are not only very fond of it, but are raised and helped by it.

There has been a marked improvement in the singing of the School this year, a much larger number than ever before being able to sing by note. In addition to the regular services conducted by the Chaplain, there are a number of social meetings held by the students themselves. Circles of tens among the girls are held under the care of the teachers. Temperance societies for the Indians and colored students; a Lend-a-Hand Club and society of Christian Endeavor, a Young Men's Christian Association, and Circles for Bible

reading, help these people on in their Christian life at the same time that they are taught how to organize similar work when they go out from the School.

Rev. H. B. Turner, of Washington, Ct., has been of great help in all the religious work of the School this year. He devoted the vacation given him by his people for rest, to laboring here. In the long absence of the Chaplain made necessary by the illness of General Armstrong, he filled the School pulpit with great acceptance, and won the love of both teachers and pupils.

The School for Bible study has done better work in some respects than in any previous year. The number of students has been small. The Chaplain has been able to give very little time to it. There is need of this sort of work, and the record of those who have gone out in the field has been most excellent. The School opens its doors to any of the colored preachers of good moral character who want help, and, though some of those who come to us are most illiterate, and apparently hopeless, the effect of the School upon them is very marked, and the ignorant communities to which they preach are helped by the new ideas which they gain here.

Mention is made in the Principal's report of a plan to organize a missionary department, which should have under its care this school for Bible study, the missionary work of the immediate neighborhood, the visiting of our graduates, helping them in their moral and religious work and suggesting to them new methods. Such a department is most desirable. The missionary work about the School needs more superintendence. The teachers have done a most excellent work, which must continue and increase, but there is need for more complete organization. There is no other department in which the students are more trained in helping others. Not only should they be trained while here, but they should have help in organizing this sort of work after leaving here. "The Twenty-two Years' Work" for the races, to be issued by the School press this year, giving pictures of the graduates, is most gratifying, as showing the result of their labors in the South and West. Bishop Walker's account given at the meeting of the Indian Commissioners at Washington not long since, of how he came upon a little cluster of returned students in a remote part of a Western reservation, representing different denominations, but working together for the help of the ignorant Indians, was most encouraging. Many such reports come back to us. An increasing number of cheerful, comfortable homes with good farms among the Negroes and the Indians, bear witness to the influence of the young missionaries we send out. Better cooking, better agriculture, cleaner homes, a purer religion has followed where these young people have gone. But they need guidance and help. For the first time in many years the Chaplain has found it impossible to get out among

the homes and school-houses of Hampton's children. For a number of years more than half his time has been demanded by the executive work of the School. Any arrangement which shall make more full provision for the moral and religious needs of the School will be grateful to him.

H. B. FRISSELL, *Chaplain*.

Report on Dixie Hospital and Training School for Nurses.

The Dixie Hospital and Training School ends its first year of work amid much encouragement for the future, and in making its report can show to its friends that it has not been idle since it opened its doors last June. There have been many discomforts and some anxieties to be borne during the year, but no period of great discouragement and no real hardship or trouble so far has come to those engaged in carrying on its work. On the contrary, the year has proved to the satisfaction of all concerned in the work, that it is needed, that there is in it great possibility of growth, and that it tends to solve two perplexing questions: 1. What can the educated colored girl do if she does not teach? 2. How can the supply of trained nurses in the South be increased? There is need in the South for the trained colored nurse; and the colored woman, with a Hampton education behind her, can be trained into as good a nurse as any white woman. These two assertions we believe the Dixie's first year has proved.

The report of our resident physician, Dr. Harriet M. Lewis, following this, gives a full statement of the number of cases attended both within and without the hospital and of the needs and possibilities for the future.

The Nurses' Home, already begun, and for which the money is provided, will be ready for occupation, we hope, by August, when we can receive our new class of nurses. The building will contain dormitories for pupil nurses, and rooms for resident physician and superintendent of nurses, as well as office and consulting room and a comfortable parlor and dining room. Our present class of nurses has borne bravely the hardships and discomforts of this pioneer year when with neither bedrooms, dining room nor parlor, they have been obliged to live in whatever corners of the hospital were not at the moment occupied by patients. The reports that come to us from outside, of the work they have done under the physicians of Hampton, are most encouraging and we feel convinced that the public sentiment of this vicinity is entirely in favor of this phase of Negro education. There has been an unusual amount of sickness here as elsewhere this year, and in many cases our nurses have been called

in to care for teachers. Once or twice Dr. Waldron has sent for them to attend cases of illness among the girls and they have usually given full satisfaction. Hitherto, in case of the illness of a teacher, it has been very difficult to have her properly cared for, but the Dixie nurse is close by and ready to come in and helps wonderfully in lessening the difficulties attendant upon such a case.

It is due to Dr. Lewis and to our superintendent of nurses, Miss Sarah Connacher, to say that much of the success of our first year has been brought about by their faithful and conscientious work. Dr. Lewis, by a year of work among the poor of the neighborhood before the opening of the hospital, had made herself known and trusted, and so prepared the way for this year's efforts. Miss Connacher, a graduate of the Waltham Training School of Waltham, Mass., came in response to our call for a nurse who should be willing to rough it even to the extent of going without a salary should it be necessary. She has proved herself most devoted to the hospital and its work, and though our financial condition has always warranted the payment of her salary, she has been obliged to endure privations and discomforts that would have broken down many women, and has borne all cheerfully and without loss of interest in the work she has undertaken.

To Doctors Boutelle, Peek and Addison, of Hampton, and to Doctors Towle and Brewer of the Soldiers' Home, our thanks are due for the interest and help that they have given us. We wish also to make mention of the visit of Dr. Alfred Worcester of Waltham, Mass., who by his lectures, his faith in our future and his sound advice in regard to business management, gave us much help and encouragement. Dr. Chas. L. Scudder of Boston has also given us aid and comfort in the shape of lectures to our pupil nurses, for which we would here express our thanks.

The business status of the work during the year that is past has been a peculiar one. All moneys belonging to the hospital have been deposited in the bank in an account standing in the name of Alice M. Bacon, Special, and all checks drawn against that account. At present, May 1st, we have a balance in the bank of \$2,654.21, and no outstanding debts. Of this sum \$1,200.00 is given for the building and furnishing of our Nurses' Home, the remaining \$1,454.21 is the amount ahead for running expenses.

The total amount of money received from all sources, up to May 1st, is \$5,298.52; total amount expended, including all expenses, for building and furnishing is \$2,644.31. Deducting from this \$1,436.86 for expenses of building and furnishing, we find that we have paid out for remaining expenses during eleven months \$1,207.45. Of this amount \$68.90 has been paid by patients, \$143.41 has come from the services of our nurses in outside cases, and the remainder, \$995.15 has been given by our friends. The revenue from the training school we hope to find increasing year after

year, and we may hope at some time in the near future to make that branch of the work entirely self-supporting. The hospital, if it would fulfil its mission, must always be dependent upon a charitable public, but there is hope that it will become, in course of time, a purely local charity, aided by both races for the sake of the good that it does in the community.

A charter, incorporating the Dixie Training School with the hospital as an adjunct, has passed the Virginia Legislature and we hope that a board of trustees will soon be organized for the better carrying on of the business of the institution. Its one year of existence has shown something of the possibilities of the work. It is to be hoped that year by year it will secure a broader field of usefulness as it gains a firmer hold upon public sentiment in this region.

ALICE M. BACON.

Medical Report of the Dixie Hospital.

The report of the first eleven months' work of the Dixie Hospital and Training School for nurses is herewith presented.

The whole number of patients admitted is: medical 28; surgical 8; maternity 1; total 37. Twenty men, fifteen women and two children. Five of these were white, the remaining number black.

An accompanying table shows classification according to diseases, with measure of success.

MEDICAL CASES.					
	Total.	Recovered.	Improved.	Unimproved.	Remaining.
Rheumatism.	2		1		
Malarial Fever.....	3	3			
General Debility.....	3	1	2		
Neuralgia.....	1		1		
Hysteria.....	1		1		
Organic Disease of Heart.	2		1		
Mumps.....	1				1
Old Age with Bronchitis.....	1			1	
Phthisis.....	3		1	1	1
Enterocolitis.....	1	1			
Extra Uterine Fibroid.....	1		1		
Retroversion.....	1	1			
Abdominal tumor.....	1				1
Prolapsus Uteri.....	1		1		
Puerperal Mania.....	1	1			
Chronic Pelvic Cellulitis.....	1		1		
La Grippe.....	2	1			
Fever	1				1
Purulent Peritonitis.....	1				1

SURGICAL CASES.					
	Total.	Operations.	Recovered.	Improved.	Unimproved.
Compound Fracture of Radius and Ulna with Lacerated Wounds of Scalp, Ear and Foot.....	1				
Ulcers of Fingers due to Metallic Poison ing.....	1		1		
Ulcers of Leg ..	1		1		
Previous loss of both Legs, fitted with Crutches and Peg.....	1				
Gun Shot Wound of Face with Extensive Destruction of Bone and Tissue.....	1	1	1		
Extensive Bed Sores from Malarial Fever	1		1		
Wen of Orbit.....	1	1	1		
Abscess of Leg due to injury.....	1		1		

Minor operations have been performed at the Hospital, the patients coming daily for dressing of wounds.

All operations have been successful with one exception.

A man employed on the School grounds had three fingers crushed by a roller. He covered them with earth and after some time was lost he presented himself at the Dixie and a surgeon was summoned. The fingers were amputated, stumps dressed and the man taken home some distance out of town, as every bed in the Hospital was then occupied. He was brought in daily by carriage to have the fingers dressed; wounds healed and stitches removed on the fourth day. On the sixth day Tetanus set in and on the seventh day the patient died.

Although in this region Tetanus is prevalent, not one case has occurred on the School grounds in the eleven years practice of Dr. Waldron, the School's resident physician. How much does prompt attention to wounds and hospital care have to do in prevention of Tetanus!

In the medical department, chronic cases are avoided in so far as possible. Of the five deaths four were chronic cases in which improvement could hardly be expected. The death from La Grippe was that of a feeble baby five months old and prematurely born.

Infectious cases cannot be admitted until we have an isolated ward. A case of mumps presented itself the other day, a waiter from the Hygeia without friends in this locality. As he could pay for his care, a room was rented in a neighboring house and a nurse who had had mumps detailed to take charge of the case. It will not always be that an infectious case can be thus managed without danger to the hospital inmates.

Two children have been admitted and one maternity case.

A Children's ward, a Maternity ward and an Isolated ward for infectious diseases would afford valuable experience for our nurses as well as relief to sufferers who must now be turned away from our doors.

We are perplexed to know what to do with incurable cases, no longer suitable patients for the hospital and without friends. They belong to the Poor-House, where there is no provision made for the care of the sick. If a hospital ward were erected on the Poor-House grounds, the nursing service could be furnished by the Dixie Training School. This we hope to accomplish through the co-operation of the county physicians and persons interested.

The Dixie Training School for nurses is about closing its first year of work. Five nurses are in training, four of them graduates of the Normal School. Instruction is given daily for one hour by the physicians of Hampton, Soldiers' Home, the resident physician and the superintendent of nurses; in the following branches—surgical, medical and obstetrical nursing, some knowledge of drugs, massage, lessons in anatomy and physiology and in the ethics of nursing. Occasional lectures have been given by physicians from the North visiting hereabouts. Dr. Scudder of Boston and Dr.

Worcester of Waltham, Mass., have been especially helpful.

During the first year, student nurses are expected to be present at these daily lessons when they are employed outside the Hospital.

All of the Dixie nurses have been employed outside the hospital by the physicians of Hampton and the School and elsewhere and their service has been acceptable. They have had experience in Typhoid, Malarial and Scarlet Fevers, La Grippe, Diphtheria, Tonsillitis, Erysipelas, Pneumonia, Nervous Prostration, Mental Derangement, Obstetric cases and some surgical diseases. This part of the nurses' instruction, obtained under the direct supervision of the attending physicians, we regard as equally valuable with the instruction given in the hospital wards while they are pupils of the Training School. The superintendent of nurses always holds herself in readiness to assist their work with outside cases whenever necessary.

When not otherwise employed, the nurses are sent out to charity cases. The possibility of moral influence on the part of a high-minded woman employed in this way among the ignorant and unfortunate is incalculable.

The difficulties of this first year's work have been many. With no Nurses' Home, the winter has been a risk to the health of the nurses, the superintendent and faithful Mahomet. Fortunately, however, there has been no serious illness.

We wish to express our appreciation of the efficient work done by the superintendent of nurses; and of the interest which the physicians of Hampton and Soldiers' Home have taken in the work of Hospital and Training School.

HARRIET M. LEWIS, M. D.

Resident Physician of the Dixie Hospital.

